



**Race to the Top - Early Learning Challenge  
Application for Initial Funding**

**CFDA Number: 84.412A**

**October 16, 2013**

**New Jersey's Early Learning Plan**



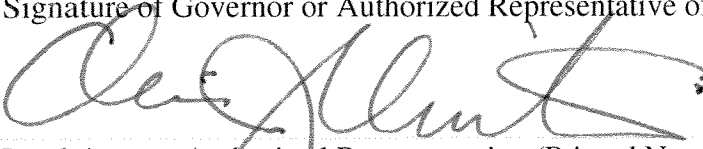
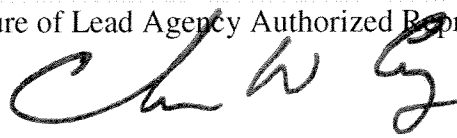

## TABLE OF CONTENTS

Application Assurances and Certifications.....	3
Eligibility Requirements.....	7
(A) Successful State Systems and (A)(1).....	9
(A)(2).....	63
(A)(3) .....	74
(A)(4) (Also see Budget Narrative I below).....	91
(B) High-Quality, Accountable Programs and (B)(1).....	99
(B)(2) .....	114
(B)(3) .....	122
(B)(4) .....	131
(B)(5) .....	147
(C) Promoting Early Learning and Development Outcomes for Children and (C)(1)....	154
(C)(3) .....	164
(C)(4) .....	180
(D) A Great Early Childhood Education Workforce and (D)(1).....	193
(E) Measuring Outcomes and Progress and (E)(1).....	204
(E)(2) .....	218
Competitive Preference Priority #4.....	233
Invitational Priority #6.....	245
Budget Part I – Summary.....	248
Budget Part I –Narrative.....	251
Budget Part II – Tables.....	256
Budget Part II – Narrative.....	259
Appendices Table of Contents.....	283
Citations.....	288
See Appendices in Separate File	

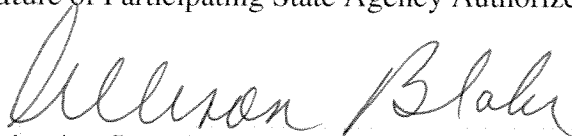
## IV. APPLICATION ASSURANCES AND CERTIFICATIONS

### Race to the Top – Early Learning Challenge

(CFDA No. 84.412)

Legal Name of Applicant (Office of the Governor): Governor Chris Christie State of New Jersey	Applicant's Mailing Address:  PO Box 001 Trenton, NJ 08625-0001
Employer Identification Number: 216000928	Organizational DUNS: 067373258
Lead Agency: Department of Education  Contact Name: Christopher D. Cerf, Commissioner (Single point of contact for communication)	Lead Agency Contact Phone: (609) 777 2074 Lead Agency Contact Email Address: chris.cerf@doe.state.nj.us
<p>Required Applicant Signatures <i>(Must include signatures from an authorized representative of each Participating State Agency. Insert additional signature blocks as needed below. To simplify the process, signatories may sign on separate Application Assurance forms.):</i></p> <p>To the best of my knowledge and belief, all of the information and data in this application are true and correct. I further certify that I have read the application, am fully committed to it, and will support its implementation:</p> <p>Governor or Authorized Representative of the Governor (Printed Name):      Telephone: 609-777-2588 Governor Chris Christie</p> <p>Signature of Governor or Authorized Representative of the Governor:      Date:         10/15/13</p> <p>Lead Agency Authorized Representative (Printed Name):      Agency Name: Commissioner Christopher D. Cerf      Department of Education</p> <p>Signature of Lead Agency Authorized Representative:      Date:         10-15-13</p> <p>Participating State Agency Authorized Representative (Printed Name):      Agency Name: Commissioner Jennifer Velez      Department of Human Services</p> <p>Signature of Participating State Agency Authorized Representative:      Date:         10.15.13</p> <p>Participating State Agency Authorized Representative (Printed Name):      Agency Name: Commissioner Allison Blake      Department of Children and Families</p>	

Signature of Participating State Agency Authorized Representative:



Participating State Agency Authorized Representative (Printed Name):  
Commissioner Mary E. O'Dowd

Date:

10/15/13

Agency Name:  
Department of Health

Signature of Participating State Agency Authorized Representative:



Date:

10/11/13

Agency Name:  
NJ Council for Young Children

Participating State Agency Authorized Representative (Printed Name):  
Ellen Wolock, Chair

Signature of Participating State Agency Authorized Representative:



Participating State Agency Authorized Representative (Printed Name):  
Suzanne S. Burnette, Head Start Collaboration Director

Date:

10/11/13

Agency Name:  
NJ Head Start Collaboration  
Office

Signature of Participating State Agency Authorized Representative:



Date:

10/11/13



**State Attorney General Certification**

State Attorney General or Authorized Representative of the Attorney General Certification

I certify that the State's description of, and statements and conclusions in its application concerning, State law, statute, and regulation are complete and accurate, and constitute a reasonable interpretation of State law, statute, and regulation:

State Attorney General or Authorized Representative of the Attorney General (Printed Name): **Acting Attorney General John J. Hoffman**

Telephone:

(609) 292-4930

Signature of the State Attorney General or Authorized Representative of the Attorney General :



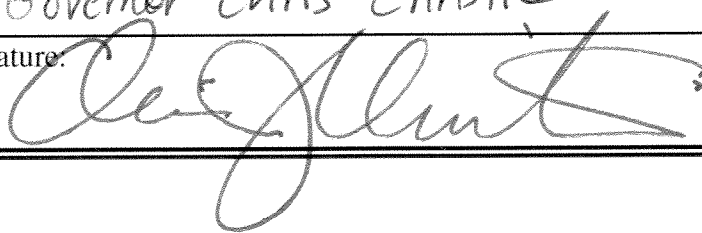
Date:

10/15/13

### Accountability, Transparency, and Reporting Assurances

The Governor or his/her authorized representative assures that the State will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards, including Davis-Bacon prevailing wages; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders, and regulations.

- With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the State will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the State will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.
- The State and other entities will comply with the following provisions of the Education Department General Administrative Regulations (EDGAR), as applicable: 34 CFR Part 74 -- Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations; 34 CFR Part 76 -- State-Administered Programs, including the construction requirements in section 75.600 through 75.617 that are incorporated by reference in section 76.600; 34 CFR Part 77 -- Definitions that Apply to Department Regulations; 34 CFR Part 80 -- Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, including the procurement provisions; 34 CFR Part 81 -- General Education Provisions Act—Enforcement; 34 CFR Part 82 -- New Restrictions on Lobbying; and with the debarment and suspension regulations found at 2 CFR Part 3485.

Governor or Authorized Representative of the Governor (Printed Name):	
Governor Chris Christie	
Signature:	Date:
	10/15/13

## V. ELIGIBILITY REQUIREMENTS

The State must meet the following requirements to be eligible to compete for funding under this program:

- (a) The State has not previously received an RTT-ELC grant.
- (b) The Lead Agency must have executed with each Participating State Agency a Memorandum of Understanding (MOU) or other binding agreement that the State must attach to its application, describing the Participating State Agency's level of participation in the grant. (See section XIII.) At a minimum, the MOU or other binding agreement must include an assurance that the Participating State Agency agrees to use, to the extent applicable--
  - (1) A set of statewide Early Learning and Development Standards;
  - (2) A set of statewide Program Standards;
  - (3) A statewide Tiered Quality Rating and Improvement System; and
  - (4) A statewide Workforce Knowledge and Competency Framework and progression of credentials.

List of Participating State Agencies:

The applicant should list below all Participating State Agencies that administer public funds related to early learning and development, including at a minimum: the agencies that administer or supervise the administration of CCDF, the section 619 of part B of IDEA and part C of IDEA programs, State-funded preschool, home visiting, Title I of ESEA, the Head Start State Collaboration Grant, and the Title V Maternal and Child Care Block Grant, as well as the State Advisory Council on Early Childhood Education and Care, the *State's Child Care Licensing Agency*, and the State Education Agency.

For each Participating State Agency, the applicant should provide a cross-reference to the place within the application where the MOU or other binding agreement can be found. Insert additional rows if necessary. The Departments will determine eligibility.

<b>Participating State Agency Name (* for Lead Agency)</b>	<b>MOU Location in Application</b>	<b>Funds/Program(s) administered by the Participating State Agency</b>
Department of Education*	Attachment A	Preschool Special Education (IDEA, Part B Section 619). Title 1, State Preschool Program, Homeless Education, Regional Achievement Centers, Teacher Credentialing and Licensing
Department of Children and Families	Attachment B	Child Care Licensing, Family Child Care Registration, Help Me Grow, Family Success Centers, Home Visiting, Central Intake, Strengthening Families, Child Abuse Prevention
Department of Human Services	Attachment C	Child Care Development Fund, Subsidized Child Care, Wraparound Care, NJ First Steps, Family Outreach Worker,

		Child Care Resource & Referral Agencies, TANF, Medicaid
Department of Health	Attachment D	Early Intervention (IDEA Part C), Title V Maternal Child Health Block Grant, Perinatal Risk Assessment, MIEC Home Visiting (admin lead), WIC Services, Child Health/Immunizations, Special Child Health Services
NJ Council for Young Children	Attachment E	State Advisory Council (in DOE)
Head Start Collaboration Office	Attachment F	Head Start Collaboration Grant (in DOE)
Department of Education Interdivision Agreement between DECE and Office of Special Education	Attachment G	IDEA Part B, 619
Office of Information Technology	Attachment H	Operation of state data systems across state agencies

(c) There must be an active Maternal, Infant, and Early Childhood Home Visiting (MIECHV) program in the State, either through the State under section 511(c) of Title V of the Social Security Act, as added by section 2951 of the Affordable Care Act of 2010 (Pub. L. 111-148), or through an eligible non-profit organization under section 511(h)(2)(B).

The State certifies that it has an active MIECHV program in the State, either through the State or through an eligible non-profit organization. The Departments will determine eligibility.

☒ Yes

☐ No

**(A)(1) Demonstrating past commitment to early learning and development. (20 points)**

The extent to which the State has demonstrated past commitment to and investment in high-quality, accessible Early Learning and Development Programs and services for Children with High Needs, as evidenced by the State’s—

(a) Financial investment, from five years ago to the present, in Early Learning and Development Programs, including the amount of these investments in relation to the size of the State’s population of Children with High Needs during this time period;

(b) Increasing, from the previous five years to the present, the number of Children with High Needs participating in Early Learning and Development Programs;

(c) Existing early learning and development legislation, policies, or practices; and

(d) Current status in key areas that form the building blocks for a high quality early learning and development system, including Early Learning and Development Standards, Comprehensive Assessment Systems, health promotion practices, family engagement strategies, the development of Early Childhood Educators, Kindergarten Entry Assessments, and effective data practices.

**(A)(1) Past Commitment to Early Learning and Development**

New Jersey’s commitment to using preschool access as a key lever in closing the achievement gap has been heralded as a national model. In fact, New Jersey “has transformed preschools in its poorest urban communities into a high-quality system of pre-K that attracts visitors from around the globe to see world-class early education” (Barnett, 2013). However, in just the last few years, the state has continued to push further and expand access to high quality early learning opportunities, while at the same time broadening its focus to take a more inclusive, system-wide approach to improving the lives of its youngest and most vulnerable children; heeding the research that shows disparities begin even before a child is even born (Lu et al, 2010).

The **New Jersey Early Learning Plan** (NJ Plan) incorporates a prenatal to age eight approach. It reflects the shared leadership, collaboration, input, and long-term commitment across four core state agencies—Education (DOE), Children and Families (DCF), Health (DOH), and Human Services (DHS)—and the New Jersey Council for Young Children (NJCYC) that includes our other public, private, state and local partners. Driven by our collective desire to dramatically improve access to high quality early learning and development programs for thousands of low-income, high needs children throughout the state, senior staff from DOE, DHS, DCF and DOH

(the Interdepartmental Planning Group) and our stakeholders have spent the last two years deepening our understanding of the contributions from each agency that form the essential building blocks of our state's high quality plan. Genuine collaboration and transformational change form the basis of the **NJ Plan**.

New Jersey's nation-leading investment in high-quality preschool is part of a coherent education reform plan with two state goals: increasing the number of New Jersey students that graduate from high school truly ready for college and career, while pursuing specific interventions to close the state's sizable achievement gap.

Led by the Department of Education, with the involvement of a number of state agencies, our approach is centered upon four basic building blocks: setting high academic standards in nine core content subject areas, including the adoption of the Common Core State Standards in 2010; ensuring that our schools have the highest-quality educators in the country by focusing on all aspects of the lifecycle of an educator, including training, recruitment, evaluation, support, and retention; upgrading data and analytical support for educators, including new school performance reports for each school that report college and career ready metrics; and developing innovative school models to prepare students for the demands of the 21<sup>st</sup> century.

Surrounding these four building blocks is the basic belief that when schools are performing at high levels, of which many in New Jersey are, the Department should free educators from unnecessary bureaucratic red tape and allow them to innovate and be successful. But, when schools persistently fail their students, the state must become much more directly involved in driving improvement efforts. Last year, the Department built an 80+ person arm of the Department called Regional Achievement Centers (RACs), which are designed to work every day in the lowest-performing schools in the state (Priority and Focus Schools) to implement the eight federal turnaround principals.

New Jersey's early childhood education program is a cornerstone of the Department's reform agenda. As we will discuss, New Jersey has built a nation-leading high-quality preschool program, available to all students in our 31 highest-need districts, which is focused on providing

all children with a fair start once they enter kindergarten. The state has leveraged what it has learned in the development of these programs to benefit all students across the state, while providing latitude to high-performing districts to innovate and be successful.

Through this tiered intervention system, New Jersey is working to make sure that our high-performing schools can continue to focus on increasing the number of students that graduate from high school ready for college and career, while intervening from preschool through 12<sup>th</sup> grade in our highest need districts to close the state's achievement gap.

After all, our state's history shows that perhaps more than any other state, New Jersey knows how to build, maintain, and grow high-quality early childhood programs. As a result of the 1998 New Jersey Supreme Court decision in *Abbott v. Burke*, the state sought to remedy education inequities between low-income districts and wealthy districts by mandating access to high-quality, standards-based preschool education for three- and four-year olds in 30 low-income school districts around the state (NOTE: The number increased to 31 districts in 2004 and 35 in 2008). The state accomplished this by creating a mixed-delivery system of public preschools (44.2%), Head Start (10.9%) and community-based providers (44.9%).

The State Preschool Program has been the subject of much research over the years. Currently serving 43,671 general education preschoolers and 1,989 preschoolers with disabilities included in general education classrooms in 35 communities with high concentrations of children with high needs, the State Preschool Program now boasts consistently high-quality classrooms (See Attachment 1 and 2, on Appendix pages 34 to 64, New Jersey Preschool Quality Evaluation Study, Spring 2011 and Spring 2013 and Table (A)(1)-3) with proven benefits for children's learning and development at kindergarten entry and beyond. The most in-depth, longitudinal study of the program was conducted by the National Institute for Early Education Research (NIEER) at Rutgers University, with the most recent update published in March 2013 (See Attachment 3, on Appendix pages 65-67, *Abbott Preschool Program Longitudinal Effects Study, Fifth Grade Follow-Up*, 2013). This study compared the progress of fifth graders who in 2005 attended the State Preschool Program to children who did not attend. The study tracked 70% of the cohort through fifth grade using the NJ SMART database (See Section (E)(2)), by analyzing

test scores in grades 4 and 5 for Language Arts/Literacy (LAL), Math and Science, as well as retention and special education placement. The findings were dramatic:

- Children who attended State Preschool Programs had significantly better achievement in LAL, Math and Science, with the effect of one year of preschool equivalent to a 10- 20% advantage, and two years of preschool equivalent to a 20-40% gain.
- In fifth grade, preschool participants were roughly three-quarters of a year ahead of children who did not attend the State Preschool Program.
- Grade retention and special education rates were also reduced for State Preschool Program participants although the number of years in preschool did not matter.

Gains such as these have been found to extend far beyond the early years, producing a host of life-long benefits, including both social and economic success as adults (Schweinhart et al. 1993; Ramey & Campbell 1984; Reynolds 2000).

It is important to stress that New Jersey did not simply open doors to children; developing quality was paramount and a process. The combination of a well-prepared early childhood workforce, systematic program improvement, and research-based practices with a focus on the needs of diverse populations of young children resulted in the State Preschool Program's tremendous success. The **NJ Plan** combines the successful models for quality improvement from the State Preschool Program with our more recent "whole child" approach and cross-agency resources. Together, we firmly believe we have created a plan that, when executed, will continue to raise the quality of early learning and development programs for all children and close the achievement gap between children with high needs and their advantaged peers.

Over the past two years, NJ has applied the lessons learned from the State Preschool Program quality improvement cycle to guide our work in developing an effective Tiered Quality Rating Improvement System (QRIS). We have also made a commitment to place a greater emphasis on the system of care that supports infants and toddlers, and their families. After submitting our proposal for the 2011 Race to the Top-Early Learning Challenge (RTT-ELC) competition, New Jersey's public and private partners continued meeting, discussing and planning, through the work of the NJCYC. This momentum resulted in publication of *New Jersey's Strategic Plan for Early Education and Care* in September 2012 (See Attachment 4, on Appendix pages 68-70).



The Strategic Plan is embedded throughout this application, broadening the focus of early childhood by creating systems and programs that serve high needs infants and young children and reflect the cultural and linguistic diversity of our state's population.

New Jersey's definition of high needs children includes low-income children, children with special needs, children with a home language other than English, migrant and homeless children among several others (See the box to the right for New Jersey's definition of high needs children). It is for the benefit of these children, and all of the state's children, that the **NJ Plan** incorporates existing resources and core strategies that focus on early learning and development prenatal to age eight.

#### **(A)(1)(a) Financial Investment in Early Learning and Development Programs**

New Jersey has never wavered in its financial commitment to its youngest and most vulnerable residents, even during the peak of the state's economic challenges or when confronted with unexpected expenditures like those associated with Superstorm Sandy. The reason for this investment is simply that the need has been too great to ignore. While we are proud that New Jersey is rated highly by the Annie E. Casey Foundation's 2013 Kids Count Survey—ranking us second in the U.S. for factors that contribute to economic success—we are nevertheless fully aware that there is much more to do to ensure that all of our infants and young children, especially those with the highest needs, have access to high quality early learning opportunities (Annie E. Casey Foundation, 2013). It is important to consider the following facts about New Jersey to more fully understand the needs in our state. NJ is the nation's most densely populated state (1,185 residents per square mile), and ranks as the 11<sup>th</sup> most populated state. Despite its ranking as the second wealthiest state in the nation (US Census

#### **\*New Jersey's Children with High Needs:**

- (1) Children receiving services in communities with high concentrations of low income families, including those in the State Preschool Program
- (2) Children participating in Head Start and Early Head Start programs
- (3) Children with an Individualized Family Service Plan (IFSP) participating in early intervention in accordance with Part C of IDEA
- (4) Children with an Individualized Education Program in accordance with IDEA Part B (619)
- (5) Children participating in programs funded by Title I
- (6) Children receiving subsidized tuition support in child care (funded in part through the Child Care and Development Fund)
- (7) Children under child protective services
- (8) Medically compromised or fragile children
- (9) Children in military families
- (10) Children with home language other than English
- (11) Migrant and homeless
- (12) Maternal, Infant and Early Childhood Home Visiting (MIECHV) participants

#### **\*For the purposes of this application.**

Bureau, American Community, 2012), New Jersey's overall poverty rate of 10.8% belies the large pockets of poverty and other unmet needs scattered across the state.

Over 31% (185,688) of NJ's children from birth to kindergarten entry live in a low-income household, defined by 200% of FPL (See Table (A)(1)-1). NJ is the only state in the U.S. where all of its 21 counties are deemed "urban" as defined by the U.S. Census Bureau (U.S. Census Bureau, 2010). The state's urban poor are disproportionately African-American and Hispanic; impacted by higher rates of unemployment, inadequate housing, low educational attainment, language barriers, family violence, child abuse and neglect, gang involvement, and crime. While significantly fewer in number, families in New Jersey's farming communities and small towns face many of these same issues. The state's wide-ranging racial, ethnic and cultural diversity ranks it as the nation's seventh most diverse state (Study New Jersey, U.S. Commercial Service, 2013). According to the U.S. Census, 29.2% of New Jersey residents speak a language other than English at home (See Table (A)(1)-2). Nationwide, that percentage is 20.3% (U.S. Census Bureau, State and County QuickFacts, 2013).

Based on these needs New Jersey has put together a high quality plan that is attainable and realistic. The **NJ Plan** includes a thoughtful and measured progression of how to partner our current (and projected) resources and funding commitments with new funds from the RTT-ELC over the next four years to advance and sustain our work.

As Tables (A)(1)-4 and 5 demonstrate, New Jersey has maintained a substantial funding commitment for Early Learning and Development programs that target children with high needs, as defined above, and in relation to the increasing number of children served. These financial investments serve infants and young children across a variety of settings that include—State-funded Preschool Programs, Early Head Start and Head Start, CCDF subsidized Child Care Centers and Family Child Care Providers, evidence-based Home Visiting (pregnancy to age three), and Individuals with Disabilities Education Act (IDEA) Part C Early Intervention, and IDEA Part B Preschool Special Education. The **NJ Plan** links these core partners and services together within an integrated system of care across sectors (health, early childhood education, early intervention, family support, and social services) that improves our ability to reach the majority of children/families with high needs from pregnancy to age eight.

**State-funded Preschool Programs:** NJ's State Preschool Program invests an average of \$13,338 in each preschooler, the largest state per pupil rate in the nation. The combined funding for general education students in the State Preschool Program and other DOE-funded preschool programs has increased steadily every year between FY 2009 and FY 2013, from \$576.4 million to \$633.7 million, a 9.9% increase. New Jersey is one of the few states to increase its funding during the recession (NIEER State of Preschool Yearbook, 2012, Attachment 5, Appendix pages 71-75), and its commitment to serving young children is also reflected in increased funding levels for 2013-14 (\$648.1 million, SFY 2014 Appropriations Act). These figures are reflective in the overall growth in the enrollment of high needs children served by these programs—from 49,080 to 51,860 children—over the same time period, as shown in Table (A)(1)-5.

**Head Start and Early Head Start (HS/EHS):** One hundred and forty six million dollars in Federal funding from the Administration for Children and Families (ACF) supports NJ's network of HS/EHS programs. In addition, as noted above, NJ's mixed delivery model State Preschool Program encompasses many HS sites across the state. Through this mechanism, NJ has increased its state contribution for HS each year from \$27.4 million in FY 2009 to \$39.8 million in FY 2013 to keep pace with the growing number of high needs children served in these high needs districts. In response to concerns about the fiscal impact of sequestration in HS sites that serve as State Preschool Programs, school districts are working with their local HS agencies to use state funds to offset the projected decrease in services. We hope to help broker more of these arrangements to diminish the effect of sequestration on low-income children.

**Child Care Development Fund (CCDF) and Temporary Assistance to Needy Families**

**(TANF) Programs:** DHS, Division of Family Development (DFD) is the lead agency for CCDF and TANF funds. Programs and quality initiatives supported by DFD are fully integrated into the **NJ Plan**. Total TANF and state CCDF funds in the amount of \$173 million are allocated by DHS based on the population needs of NJ's low-income families. Overall NJ's CCDF resources have essentially remained stable over the past five years, with NJ providing a significant state contribution (\$72 million) and state federal match (nearly \$47 million) relative to the need. The total number of children/families with high needs served by DFD annually has increased from 71,248 to 75,776.

**IDEA Part C:** New Jersey has committed significant state contributions supporting early intervention services of over \$85.5 million annually.

**IDEA Part B:** State funds for preschool special education increased from \$46.7 million in FY 2009 to \$59.8 million in FY 2013 for special education and related services for children age three to kindergarten entry.

**Evidence-Based Home Visiting (HV):** Since 2009, HV has more than doubled its funding from \$9.3 million to about \$21 million resulting in a corresponding increase in the number of high needs families served. NJ's commitment for HV funding spans three departments—DCF, DOH and DHS—and includes a combination of state and federal funds. MIECHV funds now comprise about 50% of the total HV dollars.

**(A)(1)(b) The Number of Children with High Needs Participating in Early Learning and Development Programs**

The need for high quality early learning programs, coupled with the financial investments described above, have prompted NJ's ambitious efforts aimed at steadily increasing enrollment in a mixed-delivery system of early learning programs, as described below and in Table (A)(1)-5.

**State-funded Preschool:** Table (A)(1)-5 shows that since FY 2009, NJ has increased enrollment in its full day State Preschool Program by 6.7% (40,928 to 43,671), representing over 92% of the estimated population of preschool children in State Preschool Program school districts. In addition to the full day program, DOE also has two additional publicly funded early learning programs that receive funds for preschool. These 107 school districts reach 8,189 four-year-old children in primarily half day programs. Title I school districts report expanded participation from 4,797 children in FY 2009 to 12,408 in FY 2012. This dramatic increase is the result of more districts using Title I funds to support summer programs for preschool children. [Note: Virtually all of the children receiving Title I services (99%) are in districts that have state-funded preschools; and are included in the State Preschool Program numbers.]

**Head Start/Early Head Start:** In New Jersey, HS/EHS enrollment was trending upward with 23.4% gains from 2009 (14,142) to 2012 (17,458). However, in 2013 we have a projected

decline to 15,944 children, primarily due to the impact of sequestration. This loss of 1,514 slots statewide presents a challenge for parents/families and school districts in high needs communities that rely on Head Start as a core early learning and development program.

**Programs Receiving CCDF funds (Child Care Centers and Family Child Care Providers):** In CCDF funded programs, NJ has seen a 14.6% increase in monthly participation, resulting in annual number increasing from 71,248 children in 2009 to 75,776 children in 2013.

**IDEA Part C:** Despite a declining birth rate, participation in IDEA Part C services has gradually increased over the prior five years by 8.9% from 20,074 in FY 2009 to 21,858 in FY 2013.

**IDEA Part B – Section 619:** Over the prior four-year period preschool special education services for children age three to kindergarten entry increased by 11.4% from 10,938 in FY 2009 to 12,182 in FY 2012. Figures are not yet available for FY 2013, but based on average growth rates from FY 2009 to FY 2012, we anticipate this number to increase to approximately 12,633. Overall, 6% of New Jersey's three and four year olds attending a district with state early childhood funding have Individualized Education Programs (IEP). Within the State Preschool Program, tremendous progress has been made in increasing the percentage of these children included in general education classrooms (67%). Additionally, 42% of the children with IEPs ages three to five receive the majority of their special education and related services in the general education classroom in the districts receiving early childhood funding.

**Home Visiting:** In NJ, participation in evidence-based home visiting programs has more than doubled. We now have all three core models that focus on prenatal to age three in all 21 counties. NJ has increased the number of HV sites and seen a corresponding increase in services—from 2,971 families in FY 2009 to 4,878 families in FY 2013. It is important to note that NJ's total enrollment capacity (with recently added MIECHV funds) is now at 5,500 families with new sites (funded January 2013) working to reach full enrollment.

With large overall population numbers, New Jersey still has more to do to reach our most at-risk infants and young children relative to the need. However, the data tables in (A)(1)-3 provide

evidence that NJ is on the right track. The state is effectively targeting current resources for early learning and development programs to reach children and families with the highest needs. Service numbers also reflect the extreme racial and ethnic disparities in the population of children with high need in our state. For example, children of Hispanic descent comprise just over 21% of the general population birth to age five, but make up nearly 40% of children served in the above public programs designed to reach children with high needs. The pattern is similar for African-American children, comprising almost 29% of children participating in publicly funded programs, while representing only 15% of the state's population of children birth to age five (See Table (A)(1)-3b).

Ultimately, over 83,300 children from birth to five will benefit from the improved early experiences enhanced by this grant. While a major focus of the **NJ Plan** is improving quality of programs through the Grow NJ Kids tiered QRIS, the plan has a much broader reach to ensure the integration of other early learning and development settings—home visiting, early intervention, health and family support programs—that serve infants, toddlers and young children with high needs.

#### **(A)(1)(c) Existing Early Learning and Development Legislation, Policies and Practices**

New Jersey state government has demonstrated its commitment to high quality early learning and development programs, coupled with strong policies and support to close the achievement gap for high needs children. Table (A)(1)(c) includes a list of the statutes and regulations that speak to this commitment. Below, we highlight policies that have had dramatic impact on the trajectory of early education and care in our state.

#### Governance

Executive Order 162 – In 2010, an Executive Order (see Attachment 6 on Appendix pages 76-78) created the NJ Council for Young Children (NJCYC), a 24-member body appointed by the Governor charged with planning, development and analysis of services for young children from pregnancy to age eight. This single act has helped to unify our early childhood efforts across the state. The NJCYC provides input and advice about early childhood services, program standards, educational materials, and policy recommendations and has been critical in building the

foundation for the **NJ Plan** (See Section (A)(3) and Attachment 4, Strategic Plan, on Appendix pages 68-70).

Executive Order 77 - In 2011, Governor Chris Christie established the Early Learning Commission (ELC), to convene the four commissioners of DOE, DCF, DOH, DHS and the chair of the NJCYC to promote the coordination of programs and funding. The Executive Order also led to the creation of the Interdepartmental Planning Group (IPG), comprised of the administrators and senior staff from the four state agencies, whose role is to consider the NJCYC's recommendations, make plans for implementation and carry out the plans (See Section (A)(3) and Attachment 7, on Appendix pages 79-80).

#### Access to High Quality Early Learning Programs

Abbott v. Burke – As mentioned above, the 1998 State Supreme Court case resulted in a first-in-the-nation focus on balancing school funding inequities in low-income districts by mandating public preschool programs.

Including three-year-old children - New Jersey is one of the only states to include three-year-old children as well as four-year-old children in its preschool program, earning its second place rating out of 40 states from the National Institute of Early Education Research in providing preschool access to three-year-olds (See Attachment 5, on Appendix pages 71-75).

Policies to support specific high needs populations - NJ statute and administrative codes ensure that children in foster care, in a migrant family, or who are homeless can continue attending their preschool program with transportation provided to help minimize disruption to their education (N.J.A.C. 6A:17-2.3; N.J.A.C. 6A:17-2.4; and N.J.S.A. 30:4C-26b; N.J.A.C.10:122C-6.3).

#### Regulations that Support the Implementation of High Quality Early Learning Programs

DOE, DOH, DCF, and DHS have promulgated regulations designed to optimize program quality by helping to ensure that paramount importance is placed on children's best interests. See Table (A)(1)(c) for a snapshot of the state's laws and regulations that govern each type of program.

**Table (A)(1)(c) Snapshot of Laws and Regulations that Provide Oversight of Quality**

<b>Program</b>	<b>Population</b>	<b>Oversight</b>	<b>Statutes</b>	<b>Regulations</b>
<b>Preschool</b>	Three- and four-year-old children in the State Preschool Program	Department of Education  Department of Children and Families	N.J.S.A. 18A:7F-43 et seq.  N.J.S.A. 30:5B-1 to 15 Child Care Center Licensing Law	N.J.A.C. 6A:13A Elements of High Quality Preschool Programs N.J.A.C. 10:122 Manual of Requirements for Child Care Centers
<b>Early Intervention</b>	Children from birth to three years with a diagnosis of high-risk disability or determined eligible by degree of developmental delays	Department of Health	N.J.S.A. 26:1A-36.6 et seq.	N.J.A.C. 8:17
<b>Child Care Centers</b>	Children under the age of 13 in the Department of Children and Families licensed programs	Department of Children and Families	N.J.S.A. 30:5B-1 to 15 Child Care Center Licensing Law	N.J.A.C. 10:122 Manual of Requirements for Child Care Centers
	Environmental Evaluations of Child Care Settings	Department of Environmental Protection		
	Food and Nutrition Programs	Department of Agriculture		



<b>Family Child Care Homes</b>	Children under the ages of 13 in the Department of Children and Families registered homes	Department of Children and Families	N.J.S.A. 30:5B-16 et seq. Family Day Care Provider Registration Act	N.J.A.C. 10:126 Manual of Requirements for Family Child Care Registration
<b>Mandatory Newborn Screening Programs</b>	At birth	Department of Health	N.J.S.A. 26:2-103.1 et seq.; N.J.S.A. 26:2-110 et seq.	N.J.A.C. 8:18; N.J.A.C. 8:19
<b>Special Child Health Birth Registry and Case Management</b>	Registered upon their diagnosed condition. Birth Defect (birth -5) Autism (birth – 21)	Department of Health	N.J.S.A. 26:2-185 et seq (Autism) N.J.S.A. 26:2-111.3 &.4 (Birth Defects)	N.J.A.C. 8:20-1 (Birth Defects) N.J.A.C. 8:20-2 (Autism)
<b>Governor’s Council for Medical Research and Treatment of Autism</b>	Individuals diagnosed with Autism Spectrum Disorder (ASD)	Department of Health	N.J.S.A. 30:6D-56 et seq.	
<b>Lead Screens</b>	Children under age 6	Department of Health	N.J.S.A. 26:2-137.1 et seq.	N.J.A.C. 8:51A
<b>Immunizations</b>	All children attending any public or private school, child care center, nursery school, preschool or kindergarten	Department of Health	N.J.S.A. 26:1A-7 and 26:2-137.1(b)	N.J.A.C. 8:57-4
<b>Executive Order for NJ Council for Young Children</b>	Establishes the New Jersey Council for Young Children	Department of Education	Executive Order No.162	

Department of Education Administrative Code for Preschool: New Jersey Administrative Code, 6A:13A, Elements of High Quality Preschool Programs, (Attachment 7, on Appendix pages 79-80) ensures rigorous program standards for preschool programs across settings in the 35

communities in the State Preschool Program by requiring the use of evidence-based curricula and assessments, learning standards, supports for English learners, inclusion of children with disabilities, family engagement strategies, health supports, staffing to address potentially challenging behaviors, small class size, preschool teacher certification, appropriate compensation, and a program evaluation and improvement system. Central to the State Preschool Program's success is its system of components, guidance, and professional development for program implementation. A Training of Trainers model with embedded supports brings best practices to key school district staff. A self-assessment process evaluates the extent to which each element of high quality is in place. Careful attention is paid to curriculum fidelity and implementation of assessments, and site-level, school district and state-level third party evaluations are regularly conducted to measure implementation. Each of these program improvement features is integrated into the implementation of Grow NJ Kids.

Department of Education Administrative Code – Special Education: Whereas many other states rely on the Individuals with Disabilities Education Act (IDEA), New Jersey regulations go further. New Jersey Administrative Code, 6A:14, Special Education, adds rigorous requirements for identification, evaluation, and provision of services in the least restrictive environment to preschoolers with disabilities, in addition to rules for class size, student-teacher ratio, handling transitions between programs, teacher certification, ongoing professional development, measuring preschool outcomes, and parent engagement.

Department of Health-Early Intervention: NJ was one of three federal Part C applications to receive full approval effective July 2012 by demonstrating its policies and procedures were revised to comply with new Federal Part C regulations published in September 2011. Subsequently, the state is updating its rules for Early Intervention (EI) System (N.J.A.C. 8:17). The EI system supports an infrastructure that facilitates local stakeholder involvement to ensure infants and toddlers with disabilities and developmental delays and their families receive services in home and neighborhood settings; have opportunities for family support and engagement; and receive high quality services in a timely manner. A system of payments provides financial support to families at no cost for families up to 300% of FPL and uses a sliding fee scale for families at and above 300% FPL.

Department of Children and Families Licensing Standards: NJ's licensing standards are ranked among the top in the nation by the National Association of Child Care Resource and Referral Agencies (NACCRRA) (Child Care Aware, We Can Do Better Executive Summary, 2013), providing a solid level of quality on which to build. These regulations apply to the 4,200 child care centers in NJ serving six or more children. Under separate rules, DCF also monitors 2,600 registered Family Child Care Providers who serve up to eight children with no more than five children in care for a fee; and sites with three to five children that receive child care subsidies by enrolling with their contracted county-level Child Care Resource and Referral Agency.

DHS Child Care Subsidy Programs: The NJ Child Care Assistance Program (CCAP) provides child care subsidy assistance to low-income working families at or below 200% of the Federal Poverty Level who are employed full time, in a full time education/training program, or a combination of both. Work First New Jersey (WFNJ) was established to transform the design and purpose of the welfare system in NJ. This program supports participants' employment efforts with child care for WFNJ/TANF eligible dependent children during the recipient's period of eligibility for cash assistance, and for the 24 consecutive months following ineligibility for cash assistance as a result of earned income.

#### Statutes on Early Identification of Health and Developmental Issues

Mandatory Newborn Screening: All newborns in NJ are now required by law to be tested for 54 disorders (Newborn Screening, Attachment 8, on Appendix pages 81-82). NJ has also required universal newborn hearing screening since 2002. Children in need of follow-up are linked with Special Child Health Services for care coordination, case management and referral to Part C of IDEA.

#### **(A)(1)(d) Current Status of Building Blocks for High Quality**

This section summarizes major accomplishments related to nine overarching areas that serve as the foundation for the **NJ Plan** and together will create an effective and aligned cross-agency system of services from pregnancy through age eight.

**1) Program Improvement through the Tiered QRIS:** NJ's Tiered QRIS, Grow NJ Kids, provides the tools and system for driving quality throughout the system, especially for high needs children from birth to five (See Table (B)(1)-1 and Sections (B)(1-5)). NJ's deep commitment to quality improvement is demonstrated in the following milestones:

- In 2005, BUILD New Jersey created a blueprint for early childhood systems development with a goal of creating a Tiered QRIS. This led to a QRIS pilot in 10 sites across three cities.
- In 2011, (based on the BUILD New Jersey findings and planning for NJ's first RTT-ELC application) key state agencies and stakeholders of the NJCYC Program Improvement Committee began work on a more comprehensive Tiered QRIS.
- In 2012, public-private partnerships with United Way of Northern NJ, The Schumann Fund for New Jersey and The Nicholson Foundation, helped to spearhead a 2013 Grow NJ Kids Test Drive (still in process).
- From 2012-2013, to advance professional development and support Grow NJ Kids, the NJCYC revised the Early Childhood Workforce Competencies Framework and Career Lattice for early childhood educators. At the same time, NJ partners have worked to expand the Workforce Registry so it aligns with and includes information about Grow NJ Kids.
- New licensing standards (operative September 2013) continue to raise the bar for quality in NJ. These more rigorous standards are incorporated into Grow NJ Kids as the first level (N.J.A.C. 10:122; Manual of Requirements for Child Care Centers).

New Jersey has not only designed a Tiered QRIS based on research, best practices, rigorous standards, piloted findings and comprehensive components but also has a robust test drive underway and strong infrastructure in place to support the workforce and families. The time is right for New Jersey to take our Tiered QRIS to the next level with a high quality plan.

## **2) Early Learning and Development Standards**

As discussed in (C)(1), page 154 and referenced in Table (A)(1)-6, NJ has adopted two sets of early learning and development standards: the New Jersey Birth to Three Standards (Attachment 9, on Appendix pages 83-150) for infants and toddlers and the Preschool Teaching and Learning Standards (Attachment 10, on Appendix pages 152-229) for three- and four-year-olds. The NJCYC began to develop infant/toddler standards in 2010 and formally launched them in August 2013 at a statewide conference of early childhood educators, stakeholders and advocates. These

standards were endorsed by the Early Learning Commission (Attachment 9a, on Appendix page 151). NJ first implemented a set of high quality preschool standards known as the NJ Preschool Teaching and Learning Standards in 2004.

Complementing the standards are program standards for best practice, New Jersey Preschool Program Implementation Guidelines (Attachment 11, on Appendix page 272-274). Following the state's adoption of the Common Core standards in 2010, NJ revised the math and language arts sections of, and added Approaches to Learning to the preschool standards to better align to the NJ Core Curriculum Content Standards and Common Core Standards and to align with the Head Start Early Learning Framework. Dissemination and training in these revised standards are primary parts of this high quality plan (See Section (C)(1)). Both sets of standards are evidence-based and high quality; reflect all essential domains of school readiness; and are designed for use with English learners and children with disabilities. In 2011, the DOE's Division of Early Childhood Education developed the New Jersey Kindergarten Implementation Guidelines (Attachment 12, page 275-278) and conducted seminars to train over 150 education leaders in these and other P-3 best practices.

**3) Comprehensive Assessment Systems:** NJ has developed a robust Comprehensive Assessment System that is the hallmark of NJ's State Preschool and Early Head Start and Head Start Programs that includes all of the components of a comprehensive assessment system. Both are required to use valid and reliable developmental screenings (Ages & Stages Questionnaire, Early Screening Inventory-Revised or Brigance); formative assessments that correspond with the comprehensive curricula and learning standards (See Table (A)(1)-7), Teaching Strategies GOLD, or The Child Observation Record (COR); and measures of environment (Infant Toddler Environmental Rating Scales-Revised/ITERS-R and Early Childhood Environmental Rating Scale-Revised/ECERS-R) and adult-child interaction (Classroom Assessment Scoring System/CLASS). NJ's Comprehensive Assessment System will be more broadly implemented as part of the roll-out of the state's Grow NJ Kids Tiered QRIS starting this year (See Section (B)(1)).

Additionally, both programs require the use of the Teaching Pyramid Observation Tool (TPOT). Other instruments specific to inclusion, English learner supports, and optimizing settings to

reduce challenging behavior also are used. In the State Preschool Program, all teachers have received training in observation, documentation, procedures for handling reliability and validity, and maximizing the use of data to inform instruction.

IDEA Part C programs and B (619) preschool programs also provide comprehensive assessment that result in collection and reporting of annual child outcome data on three outcomes as children exit Early Intervention at age three (Part C) and at the age of kindergarten eligibility: (1) Social relationships, (2) Use of knowledge and skills and (3) Taking action to meet needs. Both systems report local and statewide results annually and provide reports to the public. Data is utilized for improvement activities informing training and technical assistance. Both systems are utilizing the Battelle Developmental Inventory assessment tool, and provide training on administration of the tool. Additionally, 619 programs located in state funded districts have access to coaching in instruments addressed above. In 2012, a study of the quality of preschool classrooms for children with disabilities was conducted using the ECERS-R, Supports for Early Literacy Assessment (SELA) and the Preschool Classroom Mathematics Instrument (PCMI).

As can be seen in Table (A)(1)-7, when the Grow NJ Kids Tiered QRIS is fully implemented, all participating sites across settings will utilize the Comprehensive Assessment System for all high needs children along the birth to five continuum (See Section (B)(1)- page 99 for details).

Also in Table (A)(1)-7, note the assessments being completed for our Home Visiting and Early Intervention System, among others. These, along with the NJ Kindergarten Entry Assessment, currently in its second year of a pilot (see below), combine to illustrate the significant work New Jersey has done to develop a well-aligned, evidence-based assessment system for all early learning and development programs.

**4) Identifying the health, behavioral and developmental needs of high needs:** The majority of NJ's current early learning and development programs, as documented in Table (A)(1)-8 and outlined in (C)(3) – page 164, meet a core set of health standards. NJ's Tiered QRIS builds upon this foundation to establish a progression of enhanced health and safety standards for participating early learning and development sites that emphasize the importance of child health

as a key to school readiness. Child health is defined broadly, encompassing basic health and safety; developmental, behavioral, and sensory screening, referral, and follow up; and the promotion of physical activity, healthy eating habits, oral health, social-emotional health, and behavioral health; and health literacy among families. Currently, NJ licensing standards for early learning programs require children to have a medical exam upon entry that includes immunizations and lead testing; thus providing a basis for the Medicaid/NJ FamilyCare (CHIP) Early Periodic Screening, Diagnostic and Treatment (EPSDT) program requirements.

For an example, the NJ Home Visiting Initiative (NJHV) addresses the health, behavioral and developmental needs of high needs children and their families. NJHV now has three evidence-based home visiting (HV) models—Healthy Families, Nurse-Family Partnership, and Parents as Teachers—that focus on families from pregnancy to age three; and one model Home Instruction for Parents of Preschool Youngsters for families of three- and four-year-olds. NJHV is a strong interdepartmental collaboration between DOH, DCF, and DHS and also collaborates with Early Head Start. It now has an expanded capacity to serve 5,500 families statewide. Eighty percent of participants reach targets on nearly all health benchmarks.

Since 2008, NJ has been working collaboratively across agencies and communities to develop a coordinated network of prenatal/early childhood services. County-level Central Intake Hubs function as a single point of entry to streamline access for pregnant/parenting families, educators, and providers to health care resources, social services, and other community supports in 15 of 21 counties (expanding statewide as part of this plan). Two funding sources align to support Central Intake activities: a 2012 Help Me Grow grant expanded developmental screening and health system linkages, and the federal NJ Early Childhood Comprehensive System (ECCS) grant, which ensures a unified effort in building this comprehensive approach. Additional support for systems integration is provided from the Substance Abuse and Mental Health Services Administration (SAMHSA) for Project LAUNCH with a special focus on developmental and social-emotional health in Essex County. There is also work underway to expand the newly adopted Infant Mental Health Endorsement and an expansion of Pyramid Model training to strengthen early childhood professional development in social-emotional health.

**5) Family Engagement Strategies:** Successfully engaging parents/families is essential in early learning and development programs. NJ's public and private early childhood partners integrate family outreach and engagement principles in our work with children and their families through a range of evidence-based strategies (See Table (A)(1)(9) below, and Section (C)(4) on page 180). These programs ensure culturally and linguistically appropriate family supports, prioritize joint decision-making and promote open two-way communication. Underpinning the principles of family engagement in NJ is the Strengthening Families (SF) Protective Factors Framework. DCF was an early adopter of SF, and in 2006 led a statewide expansion of core training for community partners. DCF grantees and many other NJ community partners (including early care and education programs) have been trained in the SF research-informed principals.

DCF also funds a network of Family Success Centers (FSC) in all 21 counties to provide wrap-around resources and supports for families; and bring together community residents, leaders, and local agencies to address problems that may threaten the safety and stability of families. Other examples of parent partnerships include our State Preschool Program (Family Workers), Head Start (Parent, Family & Community Engagement Framework), Child Care Resource & Referral (CCR&R) agencies (participating SF child care centers and family child care providers), and Home Visiting (parent involvement for model fidelity). In addition, Part C of IDEA funding provides Regional Early Intervention Collaboratives with 51% representation of families on boards and councils, and Family Support Coordinators to ensure that families of children from birth to three with disabilities contribute to and have access to information and services; families participate on the Statewide Interagency Coordinating Council. NJ relies on two additional core partners, the Statewide Parent Advocacy Network (SPAN) and Parents Anonymous, to provide local support for family information, training, technical assistance, and parent leadership development statewide.

**6) Development of Early Childhood Educators:** (See Table (A)(1)-10), and (D)(1) – page 193) New Jersey has a longstanding commitment to high standards in developing a skilled early childhood workforce. New Jersey has had a common, statewide, fully implemented NJ Core Knowledge and Competencies Framework since 2001 (see Attachment 13, on Appendix pages 279-346), and continues to strengthen the coordinated system of competencies, credentials,



degrees, professional development, and career advancement opportunities across agencies and in partnership with the state's postsecondary institutions. However, in order to adequately equip its early childhood workforce with the necessary tools to promote children's learning and development and improve child outcomes, the NJCYC has carried out two integral projects since 2011 to comprehensively revise and improve its existing NJ Core Knowledge and Competencies Framework: (1) Strengthening the statewide NJ Core Knowledge and Competencies Framework and (2) Mapping and evaluating the quality of professional preparation and professional development opportunities for the early childhood workforce. NJ's Core Knowledge and Competencies Framework meets all required elements of the application definition, addresses identified gaps and recommendations, aligns with the statewide career lattice, and engages postsecondary institutions and other professional development providers in aligning professional development opportunities.

**7) Kindergarten Entry Assessment:** In March 2012, DOE formed a kindergarten assessment steering committee comprised of representatives from state agencies, center-based providers including Head Start/Early Head Start, higher education, principals, teachers and superintendents from local education agencies as well as national experts. Several months later, the committee made a recommendation to develop a NJ Kindergarten Entry Assessment (NJKEA) that would meet two main objectives: to understand children's academic and social development at school entry to inform instruction, and to serve as one data point in evaluating preschool program efficacy (See Table (A)(1)-12 and (E)(1)). New Jersey launched a two-year pilot of Teaching Strategies GOLD in 2012-13 in seven districts across the state—a project that has provided significant information, data and lessons learned and has served as the basis for statewide implementation of the NJKEA outlined in (E)(1). In September 2013, we began Year Two of the pilot, continuing to work with 37 kindergarten teachers, one teacher assistant and 10 district-level administrators across seven districts including one charter school. DOE is ready to review responses to its recent Request for Proposal to select an assessment publisher who will begin implementation of a statewide performance-based NJKEA system that is inclusive of learning across domains including: Physical Development, Language and Literacy, Mathematical/Scientific Thinking, and Approaches toward Learning and Social Development.

**8) Effective Data Practices:** As evidenced in Table (A)(1)-13 and in (E)(2), NJ has completed a significant amount of work to create an aligned system of early education data through the NJ-EASEL (New Jersey Enterprise Analysis System for Early Learning). The NJ-EASEL project will see to link DOE's Statewide Longitudinal Data System (NJ SMART), DCF's Licensing System, DHS's Workforce Registry (New Jersey Registry for Childhood Professionals, a component of the Grow NJ Kids data system), DHS's child care system (CASS), DCF's foster care system (NJ SPIRIT), DOH's Early Intervention System (NJEIS), DCF's Home Visiting system, Head Start/Early Head Start program data systems, and other state early learning and development data collections within the parameters of state and federal privacy laws.

The NJCYC Data Committee has been spearheading this work, starting by conducting a data mapping project that examined all state data systems related to young children to catalogue the different types of information collected, where that information is housed, etc. To further inform the design process, the Committee identified a set of outcome objectives by referencing national initiatives, such as the Early Childhood Data Collaborative, and collaborating across state agencies and with stakeholders. The goal is for NJ-EASEL to be able to measure those outcome objectives. The Data Committee also has spent significant time in laying the groundwork to allow for systems integration with the hope of ensuring smoother operation once the data are linked. The group currently is determining which data elements are still needed to address the outcome objectives and is working on set of common definitions for terms.

One part of our high quality plan for this section calls for fully integrating the Head Start data system with NJ-EASEL. Currently, NJ SMART, which will interface with NJ-EASEL, includes the data of state-funded preschool programs and includes only the Head Start programs that participate in those programs. Our plan also calls for upgrades to the Workforce Registry; preparation for this includes modifying the registry to include data from Grow NJ Kids QRIS. In addition, our Licensing Data System will undergo an upgrade as part of this plan.

**9) Preschool to Third Grade Approaches to Sustain Improved Early Learning Outcomes:**

New Jersey has laid a solid foundation for a cohesive learning path from preschool to third grade that we outline in Priority #4. Over the past four years, New Jersey has made use of a partnership approach that spans the preschool through third grade continuum and includes the Division of

Early Childhood Education (DECE), New Jersey Association for Supervision and Curriculum Development (NJASCD), New Jersey Principals and Supervisors Association (NJPSA) and the Advocates for Children of New Jersey (ACNJ). Among this group's accomplishments are:

- Professional development opportunities for district teams within the preschool-third grade continuum.
- Preschool-Third Grade Leadership Training Series for all administrators responsible for preschool-third grade classrooms.
- Kindergarten seminar for all kindergarten teachers throughout the state to support the implementation of the New Jersey Kindergarten Implementation Guidelines.
- “Shifting Gears” sessions, which assisted districts in using the Common Core State Standards, Partnership for Assessment of Readiness of College and Careers (PARCC) and Educator Evaluation to Drive Student Achievement.

<b>Table (A)(1)-1: Children from Low-Income<sup>1</sup> families, by age</b>		
	<b>Number of children from Low-Income families in the State</b>	<b>Children from Low-Income families as a percentage of all children in the State</b>
<b>Infants under age 1</b>	37,236	6.3%
<b>Toddlers ages 1 through 2</b>	74,361	12.6%
<b>Preschoolers ages 3 to kindergarten entry</b>	74,091	12.5%
<b>Total number of children, birth to kindergarten entry, from low-income families</b>	185,688	31.3%
<p>Sources: U.S. Census Bureau, Population Division, Interim State Population Projections, 2005; and National KIDS COUNT Program “Children below 200% poverty (Percent) – 2011”.</p> <p>Census data projections for 2014 were used along with the percent of children whose families were below 200% of poverty in New Jersey (31%) to estimate the number of children from low-income families in the state in these specific age ranges.</p>		

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<sup>1</sup> Low-Income is defined as having an income of up to 200% of the Federal poverty rate.

**Table (A)(1)-2: Special populations of Children with High Needs**

**The State should use these data to guide its thinking about where specific activities may be required to address special populations' unique needs. The State will describe such activities throughout its application.**

<b>Special populations: Children who . . .</b>	<b>Number of children (from birth to kindergarten entry) in the State who...</b>	<b>Percentage of children (from birth to kindergarten entry) in the State who...</b>
<b>Have disabilities or developmental delays<sup>2</sup></b>	32,346	5.4%
<b>Are English learners<sup>3</sup></b>	174,906	29.2%
<b>Reside on "Indian Lands"</b>	0	0.0%
<b>Are migrant<sup>4</sup></b>	180	0.03%
<b>Are homeless<sup>5</sup></b>	2,995	0.5%
<b>Are in foster care</b>	3,476	0.6%
<p>For disabilities or developmental delays: Number is estimated for children birth to kindergarten entry based on the percentage of students with disabilities in state-funded preschool programs.</p> <p>For ELL: Number is estimated for children birth to kindergarten entry based on the percent of children ages five and older speaking a language other than English in the home (US Census Bureau: State and County QuickFacts, 2007-2011).</p> <p>For Migrant: Number is estimated based on percent of migrant children, preschool-grade 12, captured in <i>the state's longitudinal data system during the 2012-13 school year</i>.</p> <p>For Homeless: Number is estimated based on percent of homeless children, preschool-grade 12, captured in <i>the state's longitudinal data system during the 2012-13 school year</i>.</p> <p>For Foster Care: Point in time data collection in July 2013 from the Department of Children and Families' <i>NJ SPIRIT data system</i>.</p>		

<sup>2</sup> For purposes of this application, children with disabilities or developmental delays are defined as children birth through kindergarten entry that have an Individual Family Service Plan (IFSP) or an Individual Education Plan (IEP).

<sup>3</sup> For purposes of this application, children who are English learners are children birth through kindergarten entry who have home languages other than English.

<sup>4</sup> For purposes of this application, children who are migrant are children birth through kindergarten entry who meet the definition of "migratory child" in ESEA section 1309(2).

<sup>5</sup> The term "homeless children" has the meaning given the term "homeless children and youths" in section 725(2) of the McKinney-Vento Homeless Assistance Act (425 U.S.C. 11434a(2)).

**Table (A)(1)-3: Participation of Children with High Needs in different types of Early Learning and Development Programs, by age**

Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.

Type of Early Learning and Development Program	Number of Children with High Needs participating in each type of Early Learning and Development Program, by age			
	Infants under age 1	Toddlers ages 1 through 2	Preschoolers ages 3 until kindergarten entry	Total
<b>State Preschool Program</b> Specify: General education students in state-funded preschool programs. Special education students reported below.  Data Source and Year: 2013-14 Projected Enrollment from individual state-approved budgets for each district.	0	0	43,671	43,671
<b>Other DOE-Funded Preschool Programs</b> Specify: General education students in state-funded preschool programs. Special education students reported below.  Data Source and Year: 2013-14 Projected Enrollment from individual state-approved budgets for each district.	0	0	8,189	8,189
<b>Early Head Start and Head Start<sup>6</sup></b>  Data Source and Year: NJ Head Start Collaboration Office and the Program Information Report 2012	477	1,605	15,376	17,458
<b>Home Visiting</b> (excludes pregnant women)	1,897	1,204	464	4,565
<b>Programs and services funded by IDEA Part C</b>  Data Source and Year: December 1, 2012 Federal Child Count (Point in Time) Cumulative data not available by age.	637	9,429	0	10,006

<sup>6</sup> Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

**Table (A)(1)-3: Participation of Children with High Needs in different types of Early Learning and Development Programs, by age**

Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.

Type of Early Learning and Development Program	Number of Children with High Needs participating in each type of Early Learning and Development Program, by age			
	Infants under age 1	Toddlers ages 1 through 2	Preschoolers ages 3 until kindergarten entry	Total
<b>Programs and services funded by IDEA Part B, section 619</b>  Data Source and Year: October 15, 2012 Application for State School Aid census count.	0	0	12,182	12,182
<b>Programs receiving funds from the State's CCDF program**</b>  Data Source and Year: Child Care Viewer Report, October 2012.	1,742	4,344	16,100	22,186
<b>Programs funded under Title I of ESEA*</b>  Data Source and Year: Total number of children who receive Title I services annually, as reported in the 2011-12 Consolidated State Performance Report	0	133	12,275	12,408
*Over 99% of the children supported through Title I funds are served in districts within the DOE's three preschool programs. 2013 figures are not yet available. The number of children 0-5 served through Title I has historically varied from year to year. However, we estimate at least a stable number of children from 2012 to 2013 as we believe many of these districts are currently using Title I funding to support summer programs for preschool-aged children.				
**CCDF Numbers represent monthly data and do not match annual numbers on Table (A)(1)-5.				

**Table (A)(1)-3b: Participation of Children in Early Learning and Development Programs in the State, by Race/Ethnicity**

Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.

<b>Type of Early Learning and Development Program in the State</b>	<b>Number of Hispanic children</b>	<b>Number of Non-Hispanic American Indian or Alaska Native Children</b>	<b>Number of Non-Hispanic Asian Children</b>	<b>Number of Non-Hispanic Black or African American Children</b>	<b>Number of Non-Hispanic Native Hawaiian or Other Pacific Islander Children</b>	<b>Number of Non-Hispanic Children of Two or more races</b>	<b>Number of Non-Hispanic White Children</b>
State Preschool Program  Specify: General education students in state-funded preschool programs. Special education students reported below.  Data Source and Year: 2012-13 Data. October 15, 2012 Application for State School Aid census count and SLDS.	22,459	84	1,572	14,402	104	299	5,111
Other DOE-Funded Preschool Programs Specify: General education students in state-funded preschool programs. Special education students reported below.  Data Source and Year: October 15, 2012 Application for State School Aid census count and SLDS.	2,721	13	608	1,514	22	145	3,166



**Table (A)(1)-3b: Participation of Children in Early Learning and Development Programs in the State, by Race/Ethnicity**

Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.

<b>Type of Early Learning and Development Program in the State</b>	<b>Number of Hispanic children</b>	<b>Number of Non-Hispanic American Indian or Alaska Native Children</b>	<b>Number of Non-Hispanic Asian Children</b>	<b>Number of Non-Hispanic Black or African American Children</b>	<b>Number of Non-Hispanic Native Hawaiian or Other Pacific Islander Children</b>	<b>Number of Non-Hispanic Children of Two or more races</b>	<b>Number of Non-Hispanic White Children</b>
Early Head Start and Head Start <sup>7</sup> (Data from PIR)*	8,472	34	396	6,320	23	1,507	4,609
Early Learning and Development Programs funded by IDEA, Part C	6,127	21	1,358	2,276	61	780	11,161
Early Learning and Development Programs funded by IDEA, Part B, section 619	3,567	14	945	1,633	47	231	5,745
Early Learning and Development Programs funded under Title I of ESEA (Estimated based on overall percent of Title I children by race)	5,366	33	468	3,962	26	N/A	2,553
Early Learning and Development Programs receiving funds from the State's CCDF program**	7,876	22	177	10,694	66	155	3,039
Home Visiting (excludes pregnant women)	1,963	8	51	1,324	28	183	822
Other Describe: Special Child Health	3,009	0	97	3,105	(Included w/Asian)	97	6,212

<sup>7</sup> Including Migrant and Tribal Head Start located in the State.

**Table (A)(1)-3b: Participation of Children in Early Learning and Development Programs in the State, by Race/Ethnicity**

Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.

Type of Early Learning and Development Program in the State	Number of Hispanic children	Number of Non-Hispanic American Indian or Alaska Native Children	Number of Non-Hispanic Asian Children	Number of Non-Hispanic Black or African American Children	Number of Non-Hispanic Native Hawaiian or Other Pacific Islander Children	Number of Non-Hispanic Children of Two or more races	Number of Non-Hispanic White Children
Services Case Management							
Early Learning and Development Programs funded under Title I of ESEA (Estimated based on overall percent of Title I children by race)	5,366	33	468	3,962	26	N/A	2,553

\*The total number of children in Head Start centers above adds up to more than the 17,458 children listed on Tables 3 and 5 due to classification of children in multiple categories.

\*\*CCDF Numbers represent monthly data and do not match annual numbers on Table (A)(1)-5.

<b>Table (A)(1)-4: Historical data on funding for Early Learning and Development</b>					
<b>Type of investment</b>	<b>Funding for each of the Past 5 Fiscal Years</b>				
	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
<b>Supplemental State spending on Early Head Start and Head Start<sup>8</sup></b>  Department of Education, Division of Early Childhood Education data for approved preschool budgets for each year. (Amounts are not mutually exclusive of State Preschool Program, so are not included in total.)	\$27.4M	\$32.7M	\$33.7M	\$35.7M	\$39.8M
<b>State Preschool Program</b>  Specify: Funding for general education students in state-funded preschool programs. Special education students reported below.  Data Source and Year: State Budget for each year.	\$537.7M	\$556.4M	\$567.5M	\$572.4M	\$591.8M
<b>Other DOE State-Funded Preschool Programs</b>  Specify: Funding for general education students in state-funded preschool programs. Special education students reported below.  Data Source and Year: State Budget for each year. (2013 = FY 13-14)	\$38.7M	\$39.7M	\$45.8M	\$40.9M	\$41.9M
<b>State contributions to IDEA Part C</b>	\$85.5M	\$85.1M	\$81.7M	\$89.5M	\$85.9M
<b>State contributions for special education and related services for children with disabilities, ages 3 through kindergarten entry</b>  (Estimations from the NJDOE Office of School Funding. Data represent funding for district-reported preschoolers with disabilities.)	\$46.7M	\$45.7M	\$47.7M	\$56.9M	\$59.8M
<b>Total State contributions to CCDF<sup>9</sup></b>  ACF 696 Report. FY 12 – Column C Line 2 Plus Column E Line 2. FY 13 estimated from Grant award	\$73.0M	\$73.3M	\$71.8M	\$73.1M	\$72.1M

<sup>8</sup> Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

<sup>9</sup> Total State contributions to CCDF must include Maintenance of Effort (MOE), State Match, and any State contributions exceeding State MOE or Match.

<b>Table (A)(1)-4: Historical data on funding for Early Learning and Development</b>					
<b>Type of investment</b>	<b>Funding for each of the Past 5 Fiscal Years</b>				
	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
<b>State match to CCDF</b> ACF 696 Report. FY 12 Column C Line 2. FY 13 Grant Award 2 quarters	\$46.6M	\$46.9M	\$45.4M	\$46.7M	\$46.7M
<b>TANF spending on Early Learning and Development Programs<sup>10</sup></b> ACF 696 Report. FY 12 Column D Line 6. FY 13 ACF 696 estimated.	\$80.7M	\$75.8M	\$82.1M	\$65.9M	\$54.2M
<b>Evidence-Based Home Visiting (HV) Programs</b> (braided state/federal funds)	\$9.3M	\$9.3M	\$11.1M	\$11.4M	\$20.6M
<b>Strengthening Families / PF Framework</b>	\$650K	\$650K	\$650K	\$650K	\$650K
<b>Help Me Grow</b>	\$0	\$0	\$0	\$40K	\$40K
<b>Total State contributions:</b>	\$946.3M	\$965.6M	\$987.5M	\$993.2M	\$1.01B

<b>Table (A)(1)-5: Historical data on the participation of Children with High Needs in Early Learning and Development Programs in the State</b>					
Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.					
<b>Type of Early Learning and Development Program</b>	<b>Total number of Children with High Needs participating in each type of Early Learning and Development Program for each of the past 5 years<sup>11</sup></b>				
	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
<b>State Preschool Program</b>  Specify: Annual October 15 <sup>th</sup> Application for State School Aid census count. General education students only. 2013 represents projection for 2013-14 school year	40,928	41,786	43,286	43,543	43,671

<sup>10</sup> Include TANF transfers to CCDF as well as direct TANF spending on Early Learning and Development Programs.

<sup>11</sup> Include all Children with High Needs served with both Federal dollars and State supplemental dollars.

**Table (A)(1)-5: Historical data on the participation of Children with High Needs in Early Learning and Development Programs in the State**

Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.

Type of Early Learning and Development Program	Total number of Children with High Needs participating in each type of Early Learning and Development Program for each of the past 5 years <sup>11</sup>				
	2009	2010	2011	2012	2013
<b>Other DOE-Funded Preschool Programs</b>  Specify: Annual October 15 <sup>th</sup> Application for State School Aid census count. General education students only. 2013 represents projection for 2013-14 school year.	8,152	8,153	8,047	8,099	8,189
<b>Early Head Start and Head Start<sup>12</sup></b>  (funded enrollment) Program Information Reporting	14,142	16,654	17,293	17,458	15,944
<b>Programs and services funded by IDEA Part C (SFY Cumulative child count with active IFSP)</b>	20,074	21,292	21,572	21,784	21,858
<b>Programs and services funded by IDEA Part B, section 619</b>  October 15 <sup>th</sup> Count. Count includes kindergarten-eligible children.	10,938	11,329	11,476	12,182	12,633*
<b>Programs receiving CCDF funds</b>  Data Source: CC Viewer Reports for October 2009-2012. February 2013 is used for 2013. Column 2012 is equal to Table (A) (1)- 3, not 2013.	41,039	42,659	39,359	42,625	46,048
<b>Special Child Health Services Birth Registry</b>	6,841	7,373	6,626	6,369	5,316
<b>Home Visiting</b> – statewide network of multiple models - pregnancy to age 3)	2,971	3,279	3,886	4,059	4,878
<b>Special Child Health Services Autism Registry</b>	281	2,107	2,868	2,051	1,799
<b>Special Child Health Services</b>	10,500	12,010	11,266	9,706	10,454

<sup>12</sup> Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

**Table (A)(1)-5: Historical data on the participation of Children with High Needs in Early Learning and Development Programs in the State**

Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.

Type of Early Learning and Development Program	Total number of Children with High Needs participating in each type of Early Learning and Development Program for each of the past 5 years <sup>11</sup>				
	2009	2010	2011	2012	2013
(Medically Fragile Children)					
<b>Programs funded under Title I of ESEA**</b>  (total number of children who receive Title I services annually, as reported in the Consolidated State Performance Report )	4,797	11,349	9,419	12,408	12,408*
*2013 data is not yet available. An estimate is provided based on the average increase over the prior three years.					
**Over 99% of the children supported through Title I funds are served in districts within the DOE's three preschool programs. 2013 figures are not yet available. The number of children 0-5 served through Title I has historically varied from year to year. However, we estimate at least a stable number of children from 2012 to 2013 as we believe many of these districts are currently using Title I funding to support summer programs for preschool-aged children.					

**Table (A)(1)-6 : Current status of the State's Early Learning and Development Standards**

Please place an "X" in the boxes to indicate where the State's Early Learning and Development Standards address the different age groups by Essential Domain of School Readiness

Essential Domains of School Readiness	Age Groups		
	Infants	Toddlers	Preschoolers
Language and literacy development	X	X	X
Cognition and general knowledge (including early math and early scientific development)	X	X	X
Approaches toward learning	X	X	X
Physical well-being and motor development	X	X	X
Social and emotional development	X	X	X

**Table (A)(1)-7: Elements of a Comprehensive Assessment System currently required within the State**

Please place an "X" in the boxes to indicate where an element of a Comprehensive Assessment System is currently required.

Types of programs or systems	Elements of a Comprehensive Assessment System				
	Screening Measures	Formative Assessments	Measures of Environmental Quality	Measures of the Quality of Adult-Child Interactions	Other
<b>State Preschool Program</b>	X	X	X	X	X
<b>Other DOE-Funded Preschool Programs</b>	Recommended	Recommended	Recommended	Recommended	
<b>Early Head Start and Head Start<sup>13</sup> (Federally Required)</b>	X	X	X	X	X
<b>Programs funded under IDEA Part C</b>	N/A	X			X
<b>Programs funded under IDEA Part B, section 619</b>	X	X	X	X	
<b>Programs funded under Title I of ESEA</b>	X	X			
<b>Programs receiving CCDF funds</b>	N/A	N/A	N/A	N/A	N/A
<b>Evidence-Based Home Visiting (HV) programs</b>	X	X	X	X	
<b>State licensing requirements/ Grow NJ Kids Level 1</b>	X		X		X
<b>Grow NJ Kids Level 2</b>	X	X	X	X	X
<b>Grow NJ Kids Level 3</b>	X	X	X	X	X

<sup>13</sup> Including Migrant and Tribal Head Start located in the State.

**Table (A)(1)-7: Elements of a Comprehensive Assessment System currently required within the State**

*Please place an "X" in the boxes to indicate where an element of a Comprehensive Assessment System is currently required.*

Types of programs or systems	Elements of a Comprehensive Assessment System				
	Screening Measures	Formative Assessments	Measures of Environmental Quality	Measures of the Quality of Adult-Child Interactions	Other
<b>Grow NJ Kids Level 4</b>	X	X	X	X	X
<b>Grow NJ Kids Level 5*</b>	X	X	X	X	X
<p><b>State-funded preschool (including contracted Head Start programs):</b></p> <ul style="list-style-type: none"> <li>• Screening Measures: Early Screening Inventory-Revised;</li> <li>• Formative Assessment: For the State Preschool Program, a district board of education shall ensure that all preschool classroom teachers conduct ongoing performance-based assessment of children that: <ul style="list-style-type: none"> <li>○ Is aligned with the comprehensive curriculum described in the school district's five-year preschool program plan and/or annual update as required and approved by the Department of Education; and</li> <li>○ Addresses all learning domains. Instruments currently approved include: Work Sampling System, Teaching Strategies GOLD, and The Child Observation Record (COR);</li> </ul> </li> <li>• Measures of Environmental Quality: Early Childhood Environmental Rating Scale-Revised (ECERS-R); and</li> <li>• Measures of Adult-Child Interactions: Supports for Early Literacy Assessment (SELA) and the Preschool Classroom Mathematical Inventory (PCMI); Classroom Assessment Scoring System (CLASS)</li> <li>• Other: Teaching Pyramid Observation Tool (TPOT)</li> </ul> <p><b>IDEA Part B, 619:</b></p> <ul style="list-style-type: none"> <li>• Special education programs follow general education requirements for all assessments.</li> <li>• Other: Entry and exit evaluations required for Outcome Study.</li> </ul> <p><b>Head Start and Early Head Start:</b></p> <ul style="list-style-type: none"> <li>• Screening Measures: ESI-R, Brigance;</li> <li>• Formative Assessment: Teaching Strategies GOLD or Child Observation Record (COR);</li> <li>• Measures of Environmental Quality: ECERS-R and ITERS</li> <li>• Measures of Adult-Child Interactions: Classroom Assessment Scoring System (CLASS)</li> <li>• Other: TPITOS; Teaching Pyramid Observation Tool (TPOT)</li> </ul> <p><b>Evidence-Based Home Visiting</b> (Healthy Families, Nurse-Family Partnership and Parents As Teachers):</p> <ul style="list-style-type: none"> <li>• Screening Measures: Ages &amp; Stages Questionnaire (ASQ), ASQ Social-Emotional (ASQ:SE)</li> <li>• Formative Assessment: Routine/ongoing use of ASQ and ASQ:SE in combination with visit observation/interaction monitor the infant/child progress in development and early learning</li> <li>• Measures of Environmental Quality: Home Observation for Measurement of the Environment: HOME Inventory. Environment is broadly defines and includes parent-child interaction.</li> <li>• Other: Prenatal Screening/Risk Assessment (PRA) identifies risk factors for newborns/infants</li> </ul> <p><b>State Licensing Requirements:</b></p> <ul style="list-style-type: none"> <li>• Screening Measures: Physical exams, immunizations, Universal Child Health Record, and special care</li> </ul>					



**Table (A)(1)-7: Elements of a Comprehensive Assessment System currently required within the State**

Please place an "X" in the boxes to indicate where an element of a Comprehensive Assessment System is currently required.

Types of programs or systems	Elements of a Comprehensive Assessment System				
	Screening Measures	Formative Assessments	Measures of Environmental Quality	Measures of the Quality of Adult-Child Interactions	Other
<p>plans – medical treatment needs, program/environmental modifications, diet, rest, allergies, etc.</p> <ul style="list-style-type: none"> <li>Formative Assessment: For state-funded preschool, a district board of education shall ensure that all preschool classroom teachers conduct ongoing performance-based assessment of children that: Is aligned with the comprehensive curriculum described in the school district's five-year preschool program plan and/or annual update as required and approved by the Department; Addresses all learning domains; Uses multiple sources of evidence gathered over time; Is used for curriculum planning and reporting to parents; and Is not used to determine the classroom placement of children.</li> <li>Measures of Environmental Quality: DEP and DOH requirements are for lead, asbestos, space requirements, play space requirements and playground safety.</li> <li>Measures of Adult-Child Interactions: Ratio requirements are based on ages, group size, special needs; staff training on positive guidance and discipline, program planning and development, creating a classroom environment and health and safety procedures. Promoting positive staff and child interactions, promoting family involvement and communication; family support and community resources.</li> <li>Other: Staff and children's records checklist requires the center to track all required documents including CHRI and CARI check.</li> </ul> <p><b>*Note:</b> Grow NJ Kids Level 5 is incomplete at this time. It will be constructed using information from the current Test Drive participants. The above measures will be included.</p>					

**Table (A)(1)-8: Elements of high-quality health promotion practices currently required within the State**

Types of Programs or Systems	Elements of high-quality health promotion practices				
	Health and safety requirements	Developmental, behavioral, and sensory screening, referral, and follow-up	Health promotion, including physical activity and healthy eating habits	Health literacy	Other
State Preschool Program	X	X	X	X	
Other DOE-Funded Preschool Programs	X	X	X		

**Table (A)(1)-8: Elements of high-quality health promotion practices currently required within the State**

<b>Types of Programs or Systems</b>	<b>Elements of high-quality health promotion practices</b>				
	<b>Health and safety requirements</b>	<b>Developmental, behavioral, and sensory screening, referral, and follow-up</b>	<b>Health promotion, including physical activity and healthy eating habits</b>	<b>Health literacy</b>	<b>Other</b>
<b>Early Head Start and Head Start (Federally Required)</b>	X	X	X	X	
<b>Evidence-Based HV programs</b>	X	X	X	X	X prenatal
<b>Programs funded under IDEA Part C</b>	X	X Vision and Hearing	X	X	X
<b>Programs funded under IDEA Part B, section 619</b>	X	X (required by General Ed. standards)	X	X (required by General Ed. standards)	X (vision/hearing follow up)
<b>Programs funded under Title I of ESEA</b>					*Health/dental services when academic progress impacted by poor health
<b>Programs receiving CCDF funds</b>	X		X		
<b>State licensing requirements/ Grow NJ Kids Level 1</b>	X		X	X	X
<b>Grow NJ Kids Level 2</b>	X	X	X	X	X
<b>Grow NJ Kids Level 3</b>	X	X	X	X	X

**Table (A)(1)-8: Elements of high-quality health promotion practices currently required within the State**

Types of Programs or Systems	Elements of high-quality health promotion practices				
	Health and safety requirements	Developmental, behavioral, and sensory screening, referral, and follow-up	Health promotion, including physical activity and healthy eating habits	Health literacy	Other
<b>Grow NJ Kids Level 4</b>	X	X	X	X	X
<b>Grow NJ Kids Level 5</b>	Level 5 will be constructed with input from Grow NJ Kids Test Drive participants and will include these health and safety requirements	Level 5 will be constructed with Grow NJ Kids Test Drive participants and will include developmental, behavioral, and sensory screening referral and follow up	Level 5 will be constructed with Grow NJ Kids Test Drive participants and will include health promotion, including physical activity and healthy eating habits	Level 5 will be constructed with Grow NJ Kids Test Drive participants and will include health literacy	
<p><b>Grow NJ Kids:</b> Health and Safety standards are a distinct and defined area in the QRIS. Health promotion practices are represented here under each heading. Basic health and safety requirements must be documented starting at Level 1 and moving up the scale. The QRIS also requires the use of a “state approved” developmental screening at a Level 2. Other health promotion activities such as daily opportunities for physical health, oral health and nutrition are spread across all levels with increasing emphasis on health practices as part of the curriculum moving up the scale. At the higher levels of 3-5, activities that promote health literacy for families are addressed.</p> <p><b>Licensing:</b> New Jersey’s state licensing requires a universal child health record that has been listed under “Other”.</p> <p><b>IDEA Part B, 619:</b> Some health promotion practices are required in state administrative code to be part of general school district practices. Others are required as a part of individual students’ IEP’s.</p> <p><b>Title I:</b> Health and dental services are allowable, but not required.</p>					

**Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State**

Please describe the types of high-quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.

Types of Programs or Systems	Describe Family Engagement Strategies Required Today
<b>State Preschool Program</b>	<ul style="list-style-type: none"> <li>• Coordinated system of social services at the school level</li> <li>• Designated staff such as Community Parent Involvement Specialist, Parent Liaison, and Family Worker assigned to organizing family involvement plans and activities</li> <li>• Family Services Program supports to ensure that families' social and health services needs are being met</li> <li>• Development of family service plans through collaborative relationship with teachers, family service professionals and other district staff</li> </ul>
<b>Other DOE-Funded Preschool Programs</b>	<ul style="list-style-type: none"> <li>• Coordinated system of social services at the school level</li> <li>• Family Workshops</li> <li>• On-going communication with parents</li> </ul>
<b>Early Head Start and Head Start</b>  (Requirements are Federal, not State)	All Head Start and Early Head Start (HS/EHS) programs must: <ul style="list-style-type: none"> <li>• Meet all federal family engagement requirements</li> <li>• Use a systematic and integrated approach to engage parents and families</li> <li>• Develop Family Agreements incorporating the parents' goals and outlining expectations, responsibilities, supports, and needed resources. The Agreement must be revisited daily, weekly, monthly or until the Agreement is met</li> <li>• Have an open door policy</li> <li>• Have a parent handbook explaining the program's two-way communication process</li> <li>• Have a process for parents to volunteer in the classroom or in the program's decision-making process</li> <li>• Develop a community assessment to determine available resources, agencies and programs which support parents and families</li> <li>• Develop a community resource handbook for parents and families to use, based on the results of the community assessment</li> <li>• Visit parents based on their goals and link parents to community resources to meet their goals</li> <li>• Provide two home visits and parent teacher conferences to share information about the child's progress and to discuss school readiness and transition goals</li> <li>• Develop transition plans and activities with Early Intervention agencies, within Head Start programs and with LEAs. These transition activities could include meeting with parents and the Early Intervention agency team, program visitations, and meet-and-greet nights</li> <li>• Have a Policy Council which gives parents the opportunity to provide</li> </ul>

**Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State**

Please describe the types of high-quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.

Types of Programs or Systems	Describe Family Engagement Strategies Required Today
	<p>input in the design, implementation and goals of the program. Council Parent Committees must be comprised of participating parents who have children enrolled in the program. The Committee plans and implements parent engagement activities, parent workshops and ensures the program is meeting children and family's needs. The Committee assists in developing literacy activities, fatherhood activities, and school readiness activities</p> <p>New Jersey HS/EHS programs have also hired a Fatherhood Coordinator to specifically to engage fathers in activities such as support groups, child support workshops and job training.</p>
<p><b>Programs funded under IDEA Part C</b></p>	<p>Family Engagement Strategies Required in NJ Early Intervention System (NJEIS)</p> <ul style="list-style-type: none"> <li>• Family Directed Assessment leading to identification of family concerns, priorities and resources</li> <li>• Individualized Family Service Plan with Measurable Family Outcomes</li> <li>• Families are linked to resources and supports in the community through on-going communication with their service coordinator, early intervention practitioners and Regional Early Intervention Collaborative (REIC) Family Support Coordinators</li> <li>• REIC Family Matters Website provides statewide and regional supports for families. Each REIC employs parents who have children who are in/or have been through the EIS as Family Support Coordinators</li> <li>• 3<sup>rd</sup> week of May is Early Intervention Week, and includes a variety of state and regional activities designed to provide family networking, community involvement, and information that supports families of young children</li> <li>• NJEIS service coordinators and practitioners encourage families to participate in early intervention services, including the State Interagency Coordinating Council</li> <li>• Parents are provided with access to trainings, information, resources and family support during the process of transitioning beyond early intervention services (booklets, community-based workshops, lunch time webinars for working parents, etc.)</li> <li>• Local libraries and book stores in each region promote/host story times and literacy events. Early literacy is encouraged through early intervention services and materials (in English and Spanish) on the REIC Family Matters website</li> </ul>

**Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State**

Please describe the types of high-quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.

Types of Programs or Systems	Describe Family Engagement Strategies Required Today
	<ul style="list-style-type: none"> <li>Regional Facebook pages, Regional Blogs, Statewide, regional and local Websites, Regional email listserv, Statewide and regional newsletters provide social networks of support for families</li> </ul>
<b>Programs funded under IDEA Part B, section 619</b>	<ul style="list-style-type: none"> <li>Strategies are the same as required for general education programs</li> <li>Family participation in an annual parent survey</li> <li>Family participation in the evaluation and development of an IEP process</li> <li>Parent involvement in the decision making about their child's eligibility and program</li> </ul>
<b>Programs funded under Title I of ESEA</b>	<p><b>Title I LEA's must:</b></p> <ul style="list-style-type: none"> <li>Hold an annual meeting for parents of participating children to inform parents of the Title I program. This meeting must be held early in the academic year. Multiple meetings should be held, at different times, to maximize the attendance of Title I parents</li> <li>Develop a parental involvement policy jointly with, and agreed upon by, parents of children participating in Title I, Part A programs. This policy must describe parental involvement efforts, including plan development and school activities, and it must be distributed to parents of all children participating in this program</li> </ul> <p><b>Title I Schools must:</b></p> <ul style="list-style-type: none"> <li>Develop an individual school policy indicating issues and activities unique to that school. This also must be developed collaboratively with parents of participating children and should describe how the school will carry out the parental involvement requirements, including the development of a parent compact</li> <li>Develop a school-parent compact jointly with parents, students, and teachers of students receiving Title I services that outlines the following:               <ul style="list-style-type: none"> <li>Parent-teacher conferences (at least annually) in elementary schools, in which the compact forms the framework for discussion with respect to the individual child;</li> <li>Frequent reports to parents on their child's progress; and</li> <li>Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities</li> </ul> </li> </ul>
<b>Programs receiving CCDF funds</b>	<ul style="list-style-type: none"> <li>State OOL requirements – encourage parents to visit to observe operation and program activities</li> <li>Involvement of representatives of the community to enhance the staff</li> </ul>

**Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State**

Please describe the types of high-quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.

Types of Programs or Systems	Describe Family Engagement Strategies Required Today
	<p>members and the children's knowledge of community services, programs and resources</p> <ul style="list-style-type: none"> <li>• Adoption of activities such as; advisory committee, annual parent meeting, open house, 1/3 membership comprised of parents</li> <li>• Involvement of parent volunteers to help in the program</li> <li>• Conferences</li> <li>• Parents as part of the governing board</li> </ul>
<p><b>Evidence-Based Home Visiting Programs</b> Serving high needs families all 21 counties</p>	<p>Strengths-based approach to family engagement that is culturally and linguistically responsive is central to success in HV services; visits with parent/family are routine (weekly/bimonthly/monthly) and long-term (pregnancy to age three) in home setting. NJ models incorporate strategies that build protective factors; facilitate parent input into a Family Support Plan; and link to community supports and parent groups to build a local social network. Baby Basics materials are used as a starting point to promote healthy literacy</p>
<p><b>Strengthening Families NJ (SFNJ): Protective Factors Framework</b> participating centers in all 21 counties</p>	<p>A subset of child care centers in each county is part of SFNJ. CCR&amp;Rs provide training/technical support to guide centers in enhancing seven core parent/family engagement strategies (facilitate friendships &amp; mutual support, strengthen parenting, respond to family crises, link families to services, value &amp; support parents, facilitate social &amp; emotional development of children, respond to early signs of child neglect/abuse) to promote protective factors</p>
<p><b>Family Success Centers (FSC)-Family Resource Centers</b> serving high needs families in all 21 counties</p>	<p>This statewide network of neighborhood centers is accessible to parents and families, centers, schools and other EC partners. FSCs use a strength-based approach in their work with families/communities. They incorporate family engagement and family support principles, and promote protective factors. They serve diverse communities and are responsive to the cultural, linguistic &amp; literacy needs of families. They are run by a parent-led advisory board</p>
<p><b>State licensing requirements/ Grow NJ Kids Level 1</b></p>	<ul style="list-style-type: none"> <li>• Parents are allowed to visit the center</li> <li>• Parents observe program activities</li> <li>• Parents are notified of field trips</li> <li>• Parents participate on the governing board and advisory committee</li> <li>• Annual meetings are held with parents</li> <li>• Parents attend open house</li> <li>• Parents are involved with representatives in the community to enhance knowledge of community services, programs and resources</li> <li>• Parent/staff (teacher) conferences</li> <li>• Information is shared with parents</li> </ul>

**Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State**

Please describe the types of high-quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.

Types of Programs or Systems	Describe Family Engagement Strategies Required Today
<b>Grow NJ Kids Level 2</b>	<ul style="list-style-type: none"> <li>• Parents are intentionally engaged using a relationship-based approach</li> <li>• Parents receive a general orientation about the program</li> <li>• Parents are asked about their preferred language and the center strives to be responsive in communication</li> <li>• Parents receive information on their child's activities: daily, if infant/toddler, or weekly, if preschool age</li> <li>• Parents who have children that are in Early Intervention or preschool special education are treated as equal partners in the IFSP/IEP planning process</li> <li>• Parents are active participants in transition activities, e.g. when entering program, between infant/toddler and preschool programs; from preschool to kindergarten, etc.</li> <li>• Parents are asked to complete the Strengthening Families Protective Factors survey at enrollment</li> <li>• Parents are encouraged to participate in an active parent group that meets once a year to provide input and advise on center policies, procedures and practices.</li> <li>• Parents are invited to participate in workshops around early literacy, positive parent-child interactions, cultural awareness, developmental issues and other topics that address the needs and interest of families</li> </ul>
<b>Grow NJ Kids Level 3</b>	<ul style="list-style-type: none"> <li>• Parent are provided a survey about program services</li> <li>• Family education workshops are provided based on information from parent surveys and staff input</li> <li>• Parents are engaged to assist the program in being culturally responsive by sharing examples of cultural practices</li> <li>• Parents are encouraged to visit and participate in center activities</li> <li>• Parents receive one home visit a year</li> </ul>
<b>Grow NJ Kids Table 4</b>	<ul style="list-style-type: none"> <li>• Parents are invited to participate in and represent the center on local or regional advisory councils</li> <li>• Parents have an active group that meets three times a year that provide input and advise on center policies, procedures and practices</li> <li>• Parents have opportunities to participate in leadership development and decision making that impacts the center</li> <li>• Parents are supported to become advocates for their children's early learning and development</li> <li>• Parents receive two home visits a year</li> </ul>



**Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State**

Please describe the types of high-quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.

Types of Programs or Systems	Describe Family Engagement Strategies Required Today
	<ul style="list-style-type: none"> <li>• Program staff communicate with parents, through various methods, about the curriculum objectives, including educational goals and effective strategies to use at home</li> <li>• Parents, program staff and program leadership fully collaborate with community partners to create responsive and culturally appropriate services and systems</li> </ul>
<b>Grow NJ Kids Level 5</b>	Grow NJ Kids Level 5 is currently being developed.

**Table (A)(1)-10: Status of all early learning and development workforce credentials<sup>14</sup> currently available in the State**

List the early learning and development workforce credentials in the State	If State has a workforce knowledge and competency framework, is the credential aligned to it? (Yes/No/Not Available)	Number and percentage of Early Childhood Educators who have the credential		Notes (if needed)
		#	%	
<b>CDA</b>	Yes	1,957	29.2	
<b>CCP*</b>	Yes	7	0.1	
<b>CDS</b>	Yes	3	0.04	
<b>P-3</b>		2,601	38.9	
<b>Nursery (N-8) /Elementary (K-8)</b>		1,021	15.3	
<b>Infant/Toddler**</b>	Yes	97	1.4	
<b>NJ Administrator***</b>		18	0.3	
<b>CE/CEAS/Alt. Route for P-3****</b>		470	7.0	
<b>Other Teacher Assistant Credentials*****</b>		518	7.7	

The above data represent certifications captured in the NJ Registry for Childhood Professionals and in annual district-reported information submitted to the Department of Education, Division of Early Childhood Education.

\* **CCP**-Certified Child Care Professional is a national credential administered by the National Child Care Association in Washington, D.C. Currently, the credential does not lead to any AA credits, which explains the low percentage of professionals with the credential. The National Child Care Association provided data for this credential.

\*\* The **New Jersey Infant/Toddler Credential** administered by the Coalition for Infant/Toddler Educators (CITE) and Professional Impact New Jersey (PINJ) was first made available in 2009.

\*\*\* The **New Jersey Administrator's Credential** administered by Professional Impact New Jersey was first made available in 2011.

\*\*\*\*Teachers in the state-funded preschool program who are currently working towards P-3 certification.

\*\*\*\*\*Teacher Assistants in the state-funded preschool program who have a certification other than the CDA. Districts are not currently asked to specify which credential.

<sup>14</sup> Includes both credentials awarded and degrees attained.

**Table (A)(1)-11: Summary of current postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators**

List postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators	Number of Early Childhood Educators that received an early learning credential or degree from this entity in the previous year	Does the entity align its programs with the State's current Workforce Knowledge and Competency Framework and progression of credentials?  (Yes/No/Not Available)*
<b>Early Childhood Associate Degree Programs in New Jersey</b>		
Atlantic Cape Community College	<ul style="list-style-type: none"> <li>• AA in Child Development/Child Care Option               <ul style="list-style-type: none"> <li>○ # receiving credential = 5</li> </ul> </li> </ul>	
Bergen Community College	<ul style="list-style-type: none"> <li>• AAS in ECE               <ul style="list-style-type: none"> <li>○ # receiving credential = 6</li> </ul> </li> </ul>	
Brookdale Community College	<ul style="list-style-type: none"> <li>• ECE Option in AA/AS               <ul style="list-style-type: none"> <li>○ # receiving credential = 26</li> </ul> </li> </ul>	
Camden County College	<ul style="list-style-type: none"> <li>• AA/AS in ECE               <ul style="list-style-type: none"> <li>○ # receiving credential = 10</li> </ul> </li> <li>• Preschool Teacher Education AAS               <ul style="list-style-type: none"> <li>○ # receiving credential = 35</li> </ul> </li> </ul>	
County College of Morris	<ul style="list-style-type: none"> <li>• AA/AS in ECE               <ul style="list-style-type: none"> <li>○ # receiving credential = 13</li> </ul> </li> </ul>	
Cumberland County College	<ul style="list-style-type: none"> <li>• AAS in Early Childhood/Preschool Education               <ul style="list-style-type: none"> <li>○ # receiving credential = 9</li> </ul> </li> <li>• AC in Early Childhood/Pre School Education (33 credits)               <ul style="list-style-type: none"> <li>○ # receiving credential = 1</li> </ul> </li> </ul>	
Hudson County Community College	<ul style="list-style-type: none"> <li>• AA/AS in ECE               <ul style="list-style-type: none"> <li>○ # receiving credential = 67</li> </ul> </li> <li>• AAS in ECE               <ul style="list-style-type: none"> <li>○ # receiving credential = 2</li> </ul> </li> <li>• ECE Certification               <ul style="list-style-type: none"> <li>○ # receiving credential = 2</li> </ul> </li> </ul>	
Mercer County Community College	<ul style="list-style-type: none"> <li>• AAS in Early Childhood and Special Education Asst               <ul style="list-style-type: none"> <li>○ # receiving credential = 4</li> </ul> </li> </ul>	
Middlesex County College	<ul style="list-style-type: none"> <li>• ECE Educational Practitioner AA/AS               <ul style="list-style-type: none"> <li>○ # receiving credential = not available</li> </ul> </li> </ul>	
Passaic County Community College	<ul style="list-style-type: none"> <li>• AA/AS in ECE               <ul style="list-style-type: none"> <li>○ # receiving credential = 56</li> </ul> </li> <li>• AAS in ECE</li> </ul>	

<b>Table (A)(1)-11: Summary of current postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators</b>		
<b>List postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators</b>	<b>Number of Early Childhood Educators that received an early learning credential or degree from this entity in the previous year</b>	<b>Does the entity align its programs with the State's current Workforce Knowledge and Competency Framework and progression of credentials?</b>  (Yes/No/Not Available)*
	<ul style="list-style-type: none"> <li>○ # receiving credential = 4</li> <li>• CDA Certificate Program               <ul style="list-style-type: none"> <li>○ # receiving credential= 91</li> </ul> </li> <li>• Infant Toddler Certificate Program               <ul style="list-style-type: none"> <li>○ # receiving credential = 19</li> </ul> </li> </ul>	
Raritan Valley Community College	<ul style="list-style-type: none"> <li>• AA in ECE               <ul style="list-style-type: none"> <li>○ # receiving credential = 15</li> </ul> </li> <li>• AA in Education (P-5)               <ul style="list-style-type: none"> <li>○ # receiving credential = 26</li> </ul> </li> <li>• AAS/ in ECE               <ul style="list-style-type: none"> <li>○ # receiving credential = 3</li> </ul> </li> </ul>	
Sussex County Community College	<ul style="list-style-type: none"> <li>• Child Development Specialist Certificate               <ul style="list-style-type: none"> <li>○ #receiving credential= 3</li> </ul> </li> <li>• AAS Child Development Specialist               <ul style="list-style-type: none"> <li>○ # receiving credential = 8</li> </ul> </li> <li>• AA in EC/Elementary/Secondary               <ul style="list-style-type: none"> <li>○ #receiving credential=21</li> </ul> </li> </ul>	
Union County College	<ul style="list-style-type: none"> <li>• AA/AS in ECE Education               <ul style="list-style-type: none"> <li>○ # receiving credential = not available</li> </ul> </li> </ul>	
Warren County Community College	<ul style="list-style-type: none"> <li>• AAS in ECE               <ul style="list-style-type: none"> <li>○ # receiving credential = 4</li> </ul> </li> </ul>	
<b>Early Childhood Bachelor's Degree Programs in New Jersey</b>		
Bloomfield College	<ul style="list-style-type: none"> <li>• EC and Elementary Education               <ul style="list-style-type: none"> <li>○ # receiving credential = 16</li> </ul> </li> <li>• Special Education and EC               <ul style="list-style-type: none"> <li>○ # receiving credential = 3</li> </ul> </li> </ul>	
Caldwell College	<ul style="list-style-type: none"> <li>• Elementary Education (P-3) and (P-5)               <ul style="list-style-type: none"> <li>○ # receiving credential = 32</li> </ul> </li> </ul>	
College of St. Elizabeth	<ul style="list-style-type: none"> <li>• Elementary (K-5) and ECE (P-3) Dual Certification               <ul style="list-style-type: none"> <li>○ # receiving credential = not available</li> </ul> </li> </ul>	
Felician College	<ul style="list-style-type: none"> <li>• Elementary (K-5) and EC Education (P-3)</li> </ul>	

**Table (A)(1)-11: Summary of current postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators**

List postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators	Number of Early Childhood Educators that received an early learning credential or degree from this entity in the previous year	Does the entity align its programs with the State's current Workforce Knowledge and Competency Framework and progression of credentials?  (Yes/No/Not Available)*
	○ # receiving credential = 5	
Georgian Court University	<ul style="list-style-type: none"> <li>• Inclusive ECE (P-3) and Teacher of Students with Disabilities               <ul style="list-style-type: none"> <li>○ # receiving credential = 1</li> </ul> </li> <li>• Teacher's Certification (15 cred., already in the field)               <ul style="list-style-type: none"> <li>○ # receiving credential = 8</li> </ul> </li> </ul>	
Kean University	<ul style="list-style-type: none"> <li>• P-3 Certification               <ul style="list-style-type: none"> <li>○ # receiving credential = 88</li> </ul> </li> <li>• ECE (Dual Certification P-3 and Special Education)               <ul style="list-style-type: none"> <li>○ # receiving credential = 35</li> </ul> </li> </ul>	
Monmouth University	<ul style="list-style-type: none"> <li>• Content Area and Elementary Education w/ endorsement in P-3 or P-3 and Teacher of Students with Disabilities               <ul style="list-style-type: none"> <li>○ # receiving credential = 3</li> </ul> </li> <li>• P-3 and Teacher of Students with Disabilities               <ul style="list-style-type: none"> <li>○ # receiving credential = 9</li> </ul> </li> </ul>	
Montclair State University	<ul style="list-style-type: none"> <li>• Family and Child Studies: Families, Children and School Settings, Concentration w/ Teacher Certification in Elementary School Teacher in P-3               <ul style="list-style-type: none"> <li>○ # receiving credential = 27</li> </ul> </li> </ul>	
New Jersey City University	<ul style="list-style-type: none"> <li>• ECE w/ P-3 Certification               <ul style="list-style-type: none"> <li>○ # receiving credential = 20</li> </ul> </li> <li>• ECE w/ Dual P-3 and Elementary Certification               <ul style="list-style-type: none"> <li>○ # receiving credential = 5</li> </ul> </li> <li>• ECE w/ Dual P-3 and Special Education Certification               <ul style="list-style-type: none"> <li>○ # receiving credential = 34</li> </ul> </li> </ul>	
Rider University	<ul style="list-style-type: none"> <li>• Elementary Education (minor in ECE)               <ul style="list-style-type: none"> <li>○ # receiving credential = 15</li> </ul> </li> </ul>	
Rowan University	<ul style="list-style-type: none"> <li>• Education: Specialization in ECE</li> </ul>	

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<b>List postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators</b>	<b>Number of Early Childhood Educators that received an early learning credential or degree from this entity in the previous year</b>	<b>Does the entity align its programs with the State's current Workforce Knowledge and Competency Framework and progression of credentials?</b>  (Yes/No/Not Available)*
	○ # receiving credential = 27	
Rutgers University – Camden	<ul style="list-style-type: none"> <li>Childhood Studies: Concentration in EC Studies</li> <li>○ # receiving credential = 31</li> </ul>	
Seton Hall University	<ul style="list-style-type: none"> <li>(BSE) Elementary and Special Education w/ P-3 Option</li> <li>○ # receiving credential = 39</li> </ul>	
The College of New Jersey	<ul style="list-style-type: none"> <li>(BS) ECE</li> <li>○ # receiving credential = 21</li> </ul>	
William Paterson University	<ul style="list-style-type: none"> <li>Early Childhood: P-3 Certification</li> <li>○ # receiving credential = 13</li> <li>Dual Certification P-3 and K-5</li> <li>○ # receiving credential = 52</li> </ul>	
<b>Early Childhood Joint Bachelor's/Master's and Master's Degree Programs in New Jersey</b>		
Georgian Court University	<ul style="list-style-type: none"> <li>M.A. Education: Early Childhood Education</li> <li>○ # receiving credential = 0</li> <li>M.A. Education: Inclusive Early Childhood Education (P-3)</li> <li>○ # receiving credential = 2</li> </ul>	
Kean University	<ul style="list-style-type: none"> <li>M.A. ECE</li> <li>○ # receiving credential = 16</li> </ul>	
Monmouth University	<ul style="list-style-type: none"> <li>M.A. Education: w/ P-3 Endorsement</li> <li>○ # receiving credential = 2</li> <li>P-3 Graduate Endorsement</li> <li>○ # receiving credential = 16</li> </ul>	
Montclair State University	<ul style="list-style-type: none"> <li>M.A.T./B.A. Teaching and Teacher Certification in P-3 and Teacher of Students w/ Disabilities</li> <li>○ # receiving credential = 0</li> <li>M.A. Education: Inclusive ECE, w/ Teacher Certification in Students w/ Disabilities (P-12)</li> <li>○ # receiving credential = 8</li> <li>M.A.T.: Newark Montclair Urban Teacher Residency Program (P-3,</li> </ul>	

<b>Table (A)(1)-11: Summary of current postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators</b>		
<b>List postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators</b>	<b>Number of Early Childhood Educators that received an early learning credential or degree from this entity in the previous year</b>	<b>Does the entity align its programs with the State's current Workforce Knowledge and Competency Framework and progression of credentials?</b>  (Yes/No/Not Available)*
	Grades K-5, Teachers of Students w/ Disabilities) <ul style="list-style-type: none"> <li>○ # receiving credential = 9</li> <li>• M.A.T.: Teacher Certification in P-3               <ul style="list-style-type: none"> <li>○ # receiving credential = 19</li> </ul> </li> <li>• M.A.T.: Teacher Certification P-3 and Students w/ Disabilities (P-12)               <ul style="list-style-type: none"> <li>○ # receiving credential = 19</li> </ul> </li> </ul>	
New Jersey City University	<ul style="list-style-type: none"> <li>• M.A.T. in ECE (P-3 Certification)               <ul style="list-style-type: none"> <li>○ # receiving credential = 5</li> </ul> </li> <li>• M.A.T. in EC and Special Education (Dual Certification P-3 and Teacher of Students with Disabilities)               <ul style="list-style-type: none"> <li>○ # receiving credential = 18</li> </ul> </li> <li>• M.A. in ECE               <ul style="list-style-type: none"> <li>○ # receiving credential = 0</li> </ul> </li> </ul>	
Rutgers University – Camden	<ul style="list-style-type: none"> <li>• B.A./M.A. Childhood Studies: Concentration in ECE               <ul style="list-style-type: none"> <li>○ # receiving credential = 0</li> </ul> </li> </ul>	
Rutgers University – New Brunswick	<ul style="list-style-type: none"> <li>• B.A. (Liberal Arts)/M.A. Education: Elementary Education (K-5) w/ P-3 Certification               <ul style="list-style-type: none"> <li>○ # receiving credential = 11</li> </ul> </li> <li>• M.A. Education (Ed.M.) Early Childhood/ Elementary Education               <ul style="list-style-type: none"> <li>○ # receiving credential = 5</li> </ul> </li> </ul>	
The College of New Jersey	<ul style="list-style-type: none"> <li>• B.A./M.A.T Integrated Early Childhood: Urban Education option               <ul style="list-style-type: none"> <li>○ # receiving credential = 2</li> </ul> </li> <li>• M.A. in Teaching (M.A.T.) Early Childhood               <ul style="list-style-type: none"> <li>○ # receiving credential = 16</li> </ul> </li> </ul>	
William Paterson University	<ul style="list-style-type: none"> <li>• M.A. Education: Early Childhood Concentration               <ul style="list-style-type: none"> <li>○ # receiving credential = 11</li> </ul> </li> </ul>	
<b>Early Childhood Doctoral Degree Programs in New Jersey</b>		

<b>Table (A)(1)-11: Summary of current postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators</b>		
<b>List postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators</b>	<b>Number of Early Childhood Educators that received an early learning credential or degree from this entity in the previous year</b>	<b>Does the entity align its programs with the State's current Workforce Knowledge and Competency Framework and progression of credentials?</b>  (Yes/No/Not Available)*
Rutgers University – New Brunswick	<ul style="list-style-type: none"> <li>• Ed. D.: Concentration in Teacher Leadership: (Early Childhood area of study) <ul style="list-style-type: none"> <li>○ # receiving credential = 0</li> </ul> </li> <li>• Ph. D. Education: Specialization in ECE <ul style="list-style-type: none"> <li>○ # receiving credential = 1</li> </ul> </li> </ul>	
*30% of these programs are mapped to a prior version of the NJ Core Knowledge and Competencies Framework. However, as indicated in each entity's Letter of Support and/or Scope of Work, all will be mapping to the Framework once the revisions are finalized.		



**Table (A)(1)-12: Current status of the State's Kindergarten Entry Assessment**

<b>State's Kindergarten Entry Assessment</b>	<b>Essential Domains of School Readiness</b>				
	<b>Language and literacy</b>	<b>Cognition and general knowledge (including early mathematics and early scientific development)</b>	<b>Approaches toward learning</b>	<b>Physical well-being and motor development</b>	<b>Social and emotional development</b>
Domain covered? (Y/N)	Y	Y	Y	Y	Y
Domain aligned to Early Learning and Development Standards? (Y/N)	Y	Y	Y	Y	Y
Instrument(s) used? (Specify)	Teaching Strategies GOLD®	Teaching Strategies GOLD®	Teaching Strategies GOLD®	Teaching Strategies GOLD®	Teaching Strategies GOLD®
Evidence of validity and reliability? (Y/N)	Y	Y	Y	Y	Y
Evidence of validity for English learners? (Y/N)	Y	Y	Y	Y	Y
Evidence of validity for children with disabilities? (Y/N)	Y	Y	Y	Y	Y
How broadly administered? (If not administered statewide, include date for reaching statewide administration)	Currently in seven pilot districts (791 students). Statewide by 2018	Currently in seven pilot districts (791 students). Statewide by 2018	Currently in seven pilot districts (791 students). Statewide by 2018	Currently in seven pilot districts (791 students). Statewide by 2018	Currently in seven pilot districts (791 students). Statewide by 2018
Results included in Statewide Longitudinal Data System? (Y/N)	Yes, by 2015.	Yes, by 2015.	Yes, by 2015.	Yes, by 2015.	Yes, by 2015.

<b>Table (A)(1)-13: Profile of all early learning and development data systems currently used in the State</b>							
<b>List each data system currently in use in the State that includes early learning and development data</b>	<b>Essential Data Elements</b>						
	<i>Place an "X" for each Essential Data Element (refer to the definition) included in each of the State's data systems</i>						
	Unique child identifier	Unique Early Childhood Educator identifier	Unique program site identifier	Child and family demographic information	Early Childhood Educator demographic information	Data on program structure and quality	Child-step program participation and attendance
<b>NJ SMART – Statewide Longitudinal Data System</b>	X	X	X	X	X		X
<b>NJ Early Intervention System (NJEIS)</b>	X	X	X	X	X	X	X
<b>Child care subsidy programs</b>	X		X	X			X (attendance only)
<b>Licensing Information (LIS)</b>		X	X			X	
<b>Professional Impact NJ Workforce Registry</b>		X	X		X	X	
<b>State Preschool Program IDEA Part B, 619</b>	X	X	X	X	X		X
<b>NJ HV Data Healthy Families Parents As Teachers</b>	X	X (HV staff)	X	X	X (HV staff)	X	
<b>NJ HV Data Nurse-Family Partnership</b>	X	X (HV staff)	X	X	X (HV staff)	X	

**(A)(2) Articulating the State’s rationale for its early learning and development reform agenda and goals. (20 points)**

The extent to which the State clearly articulates a comprehensive early learning and development reform agenda that is ambitious yet achievable, builds on the State’s progress to date (as demonstrated in selection criterion (A)(1)), is likely to result in improved school readiness for Children with High Needs, and includes—

(a) Ambitious yet achievable goals for improving program quality, improving outcomes for Children with High Needs statewide, and closing the educational gaps between Children with High Needs and their peers;

(b) An overall summary of the State Plan that clearly articulates how the High-Quality Plans proposed under each selection criterion, when taken together, constitute an effective reform agenda that establishes a clear and credible path toward achieving these goals; and

(c) A specific rationale that justifies the State’s choice to address the selected criteria in each Focused Investment Area (C), (D), and (E), including why these selected criteria will best achieve these goals.

**(A)(2)(a) and (b)**

As described in (A)(1), the State of New Jersey in the last decade—and particularly in the last few years—has positioned itself to launch and implement the ambitious yet achievable **NJ Plan**. With a solid governance structure in place and plans well underway, the state is on course to meet our goal for the NJ Plan: To implement an aligned and coordinated high quality system of *early education and care with measurable impact for all of the state’s high needs children from pregnancy through age eight*.

This goal represents the culmination of a state planning process driven by the mission Governor Chris Christie laid out in 2011, when he created the ELC by issuing Executive Order 77, which states that the “critical mission” of “preparing all of New Jersey’s students for college and career ... requires all of New Jersey’s children to enjoy access to high-quality early education and development programs to prepare them for the challenges of life and learning” (Attachment 14, on Appendix pages 347-349). In short, to be ready for college and career, New Jersey students must first be ready for kindergarten. While the state has made tremendous progress over the past decade in this area, still too many at-risk infants and young children do not have access to high-quality programs, and continue to fall behind their peers in the elementary years.

We know this from the Abbott Preschool Program Longitudinal Effects Study cited in (A)(1) (Attachment 3, on Appendix pages 65-67), which showed significant gaps in achievement of high needs children who attended the high quality State Preschool Programs and those who didn't; but also from achievement gaps in scores on the NJ ASK 3<sup>rd</sup> Grade State Test, which show a 30 percentage point gap between students who are economically disadvantaged and those who are not, as well a 30 percentage point gap between African American and white students, and a 27 percentage point gap between Hispanic/Latino and white students (See Attachment 15, NJ ASK Performance By Demographic Group Statewide, on Appendix pages 350-373). It is with this information in mind that Governor Christie, in his Executive Order, directs the Early Learning Commission to increasing access to high quality early learning programs and closing those gaps.

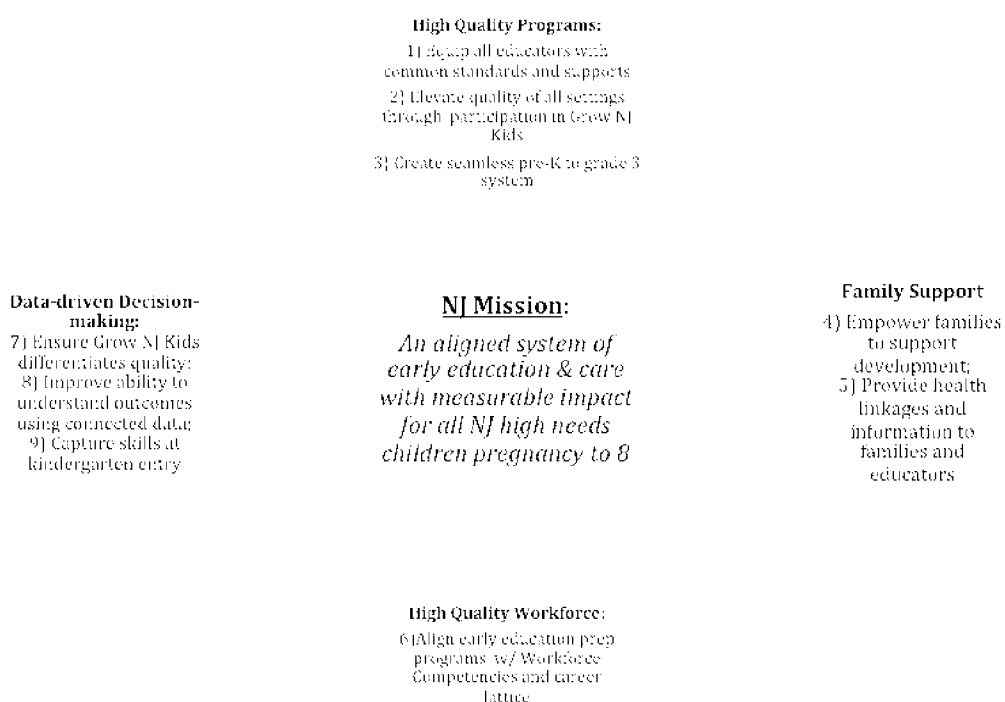
These directives are reinforced in many of the state's subsequent governing documents and policies and form the basis for the high quality plans that together comprise the **NJ Plan**. As stated in the Strategic Plan (described in (A)(1); Attachment 4, on Appendix pages 68-70), "Central to the [NJCYC's] effort to design a system to create and sustain high quality, is the refinement and implementation of New Jersey's Quality Rating and Improvement System (QRIS), Grow NJ [Kids]" (See Attachment 16, on Appendix pages 374-405). This system, as detailed in Section B, is at the core of the **NJ Plan**. Once fully implemented, Grow NJ Kids will provide the framework for all of the program standards implemented via the other high quality plans (data, health, family engagement, etc.), which will feed into the Tiered QRIS while at the same time facilitating and utilizing information from it. Meanwhile, the NJ-EASEL data warehouse described in Section (E)(2) will serve as the repository through which the collected data informs the quality improvement and outreach activities "managed" by Grow NJ Kids.

Our evidence-based early learning and development standards (See Section (C)(1) – page 154), when alignment is completed, will serve as guideposts for both early education and development programs and families, as they seek to help infants and young children in the culturally and linguistically diverse state of New Jersey meet appropriate milestones and prepare for school. Subsequently, the NJ Kindergarten Entry Assessment (See Section (E)(1) – page 204) will serve as the pivotal focal point that will provide a metric of how well our early learning and

development system is working to close the school readiness gap and how and where to make improvements in a timely, productive way. Central to making such improvements is setting clear expectations for what early childhood educators should know by clarifying the NJ Core Knowledge and Competencies Framework and integrating it with the myriad of early childhood workforce preparation programs (See Section (D)(1) – page 193).

The Family Engagement Standards plan in (C)(4) – page 180 will provide tools to help high needs families obtain access to high quality early learning and development programs and empower them to be leaders in their child’s overall growth and development. These families also will be served by our plan to improve the coordination of health, behavioral and developmental services of high needs children (See Section (C)(3) – page 164), which takes a “whole-child” approach to closing the educational gaps by connecting families to (and simplifying) the state’s various health-related support services and programs. It also speaks to our state’s belief that connecting with families during pregnancy and providing access to essential health services will have positive long-term implications. Many of the plans above attest to the state’s vision that this work must be thought of on a continuum that strengthens linkages between early childhood and the K-3 school system, which we detail in Competitive Preference Priority #4. Together, these high quality plans constitute the **NJ Plan**, demonstrated by the chart below.

### **NJ’s path to improved outcomes for high needs children prenatal through age eight.**



By addressing these plan components through the collaborative, cross-agency governance model and grant management structure described in (A)(3), the State of New Jersey is confident it will succeed in meeting the objective of an aligned and coordinated high quality system of early *education and care with measurable impact for all of the state's high needs children from pregnancy through age eight.*

The plan is based on the foundational work conducted over the last three years by the NJCYC as detailed in Section (A)(1). It was developed with input from a multitude of stakeholders, largely through the broad representation that exists within the NJCYC, and through meetings with community and four-year colleges, Head Start, school districts, early childhood educators, advocates, early childhood organizations, and families. We did not want a plan that was designed from the top-down, but one that would be practical, useful and achievable by the state agencies, and local early childhood educators, trainers, program directors, and data-specialists putting the pieces together—while always keeping our high need children and families front and center.

This plan is anchored by a series of goals, which will be met by the state's 12 high quality plans. These goals address both our state's historic strengths and challenges. As described in (A)(1), we have worked hard over the years to create the State Preschool Program, which is recognized nationally for its high quality and its ability to dramatically improve academic outcomes of high needs children. Yet, we have lagged as a state in offering similarly high quality supports and training to our other programs serving high needs infants and young children, such as our family child care programs and center-based sites outside of the State Preschool Program. We have a wide gap in quality between the programs, as evidenced in a recent study that examined the quality of (non State-Preschool) center-based programs serving infants and toddlers (See Attachment 17, The State of Infant-Toddler Care and Education in New Jersey, on Appendix pages 406-433). The study found that “the quality of center-based infant and toddler care in the State of New Jersey is primarily of moderate quality, with the vast majority less than good.”

These findings speak to the urgency we feel to improve the quality of care statewide for children with high needs. Because of the low baseline of many of the programs that will be entering Grow NJ Kids, we will use the RTT-ELC grant opportunity to construct a support structure that helps

programs move from providing basic care to creating programs that result in learning and development benefits for infants and young children. In the **NJ Plan**, we have carefully considered where the programs are starting out, and have set realistic targets for quality improvement. We believe that by the end of the grant period, we will have set up the infrastructure for quality improvements, and begun to close the quality gap we see within our state. In establishing our specific goals that would be both ambitious and achievable, we sought to keep this challenge in mind. We selected targets after closely reviewing the work of other states; as well as, reviewer comments from NJ's 2011 RTT-ELC application, and our subsequent progress over the past two years. We closely reviewed feedback that previous RTT-ELC grant recipients have received on their progress, and have listened to feedback from other states who reported difficulty in meeting targets for both program and parent participation. In response to this information, NJ chose realistic targets for the numbers and percentages of early learning and development programs that will participate in Grow NJ Kids by type of program and estimates are achievable, but still ambitious (detailed in (B)(2)(a)(1)-(5) and Table (B)(2)(c)).

Below is a summary of the **NJ Plan**, including the key goals of our 12 high quality plans and several strategically important activities required to execute them in a way that will improve outcomes for New Jersey's high needs children. Full details of each plan, according to the federal definitions, as well as the state's timeline, fiscal and staff resources, assigned roles and responsibilities, evidence, and performance metrics are provided later in this application.

### **High Quality Plans #1-5: Providing High Quality Settings for High Needs Children through the Grow NJ Kids Tiered QRIS – (See Sections (B)(1-5))**

Goals: To maximize the learning and development of high-needs infants and young children, NJ will provide access to high quality early learning and development programs through the implementation of Grow NJ Kids. By 2018,

- ❖ Grow NJ Kids will be expanded from a pilot of 56 programs to 1,790 early learning and development programs, representing 28% of sites serving infants and young children with high needs including: 494 (21.1%) CCDF center-based programs; 180 (8.6%) CCDF family childcare programs; 140 (40%) IDEA Part B programs; 489 (81.9%) State Preschool Programs; 152 (76.8%) other state-funded preschool

- programs; 125 (83.3%) HS/EHS programs; 21 public and approved private schools for the disabled; and 189 non-high needs sites (See Table (B)(2)(c) – page 121).
- ❖ Fifty percent of participating programs will be at Grow NJ Kids Level 3, 4 or 5.
  - ❖ NJ will have a self-sustaining Training Academy to coordinate all professional development and technical assistance programs serving high needs children in NJ. Academy staff and Quality Improvement Specialists will have trained: 16,092 early childhood educators and 3,100 related staff (e.g. early intervention specialists, home visitors, family services staff) in the tools to implement Grow NJ Kids.

**High Quality Plan #2: Comprehensive, Aligned System of Early Learning and Development Standards – (See Section (C)(1))**

Goal: By 2018, NJ will have implemented an aligned set of evidence-based early learning and development standards from birth to grade three in all state early learning and development programs; prepared 14,652 early childhood educators serving high needs infants and children across all 1,790 early learning and development programs to utilize the NJ Birth to Three Early Learning Standards and the Preschool Teaching and Learning Standards; and used the standards to inform state licensing and contracts.

**High Quality Plan #3: Addressing Health, Behavioral and Developmental Needs to Improve School Readiness - (See Section (C)(3))**

Goal: To prepare high needs children for school by improving access to services that address the physical, social and emotional health of infants and young children. By 2018, NJ will have screened at least 50% of high needs children in ASQ and ASQ:SE or comparable tools; referred at least 10% of high needs children for Early Intervention services and, where needed, received follow-up; ensured that at least 45.9% of high needs children are receiving ongoing health care; and ensured 45% of high need children are up to date on well-child care visits, immunizations etc. (See Table (C)(3)-d). We also will have set up a statewide network of Central Intake Hubs and trained a minimum of 2,800 early childhood educators serving high needs children and a minimum of 1,000 participants from other early learning and development partners in the health standards.



#### **High Quality Plan #4: Engaging and Supporting Families – (See Section (C)(4))**

Goal: To empower New Jersey’s high needs families to be leaders and partners in their children’s early learning and development, by 2018 NJ will have: trained at least 2,800 early childhood educators (and many other community partners) serving high needs children and participating programs in Grow NJ Kids in the five Strengthening Families Protective Factors; put all 1,790 programs in Grow NJ Kids on a path toward improved two-way communication with New Jersey’s diverse families by using an evidence-based progression of statewide family engagement standards; achieved 50% parent membership on statewide network of County Councils for Young Children; and successfully reached culturally and linguistically diverse families with multi-lingual standards documents, video clips library, and through the Grow NJ Kids Family Portal.

#### **High Quality Plan #5 Building an Effective Career Development System for the Early Childhood Educator Workforce (See Section (D)(1))**

Goal: By 2018, NJ will have implemented a NJ Core Knowledge and Competencies Framework and progression of credentials that promotes the improvement of workforce quality by coordinating career pathways for early childhood educators and achieved 100% participation (from current 30% baseline) of higher education institutions using the Competencies Framework within coursework.

#### **High Quality Plan #6: Understanding the School Readiness at Kindergarten Entry (See Section (E)(1))**

Goal: By 2018, the NJ Kindergarten Entry Assessment (NJKEA) will be implemented in 80% of participating kindergarten classrooms (100% in five years—assessing 118,500 children in approximately 4,700 classrooms) statewide to understand children’s readiness for kindergarten and use that information to close the readiness gap; 1,000 teachers and 250 administrators per year will be trained.

#### **High Quality Plan #7: Linking Data Systems to Support Outcomes for Young Children (See Section (E)(2))**

Goal: By 2018, NJ will have a fully operational NJ-EASEL early education data warehouse that links all state data systems related to infants and young children and evaluates progress

toward the NJ Early Care and Education Outcome-Based Objectives so as to inform programs and policies aimed at improving outcomes for all high needs children.

**High Quality Plan #8 Sustaining Positive Early Learning Outcomes in 3rd Grade and Beyond** (See Priority #4)

Goal: To sustain gains made in preschool across all domains for children in kindergarten through 3rd grade, by 2018, New Jersey will conduct an embedded leader and teacher series that helps teachers and administrators implement optimal instructional practices in 99 schools with current low rates of proficiency on the state test for third grade (Partial Proficiency rates of >50%). The training will equip 1,154 teachers and 99 leaders with the tools to provide effective, differentiated instruction for young children, and will inform a statewide initiative to ensure that children are acquiring grade level skills and competencies.

**(A)(2)(c) Justification for Focused Investment Areas**

We are committed to ensuring that each of New Jersey's high needs children has access to carefully designed, enriching early experiences. In order to keep working towards this goal, we considered both our successes and challenges (as described in (A)(1)) and the lessons we've learned from over a decade of experience. Through this reflective process, we chose to build on our existing expertise, experience and capacity while also extending to new projects that will strategically build capacity across the state for continuity and sustainability.

The state will address **(C)(1) Developing and using statewide, high-quality Early Learning and Development Standards** because the state has made significant progress in designing infant/ toddler and preschool standards that meet all essential domains of school readiness, in addition to adopting the Common Core. We will complete the alignment of these standards; disseminate the new infant/toddler standards to early learning and development programs statewide; produce multi-lingual guides to the standards that are useful for the diverse families of New Jersey; and conduct training of early childhood educators on the standards.

The state will address **(C)(3) Identifying and addressing the health, behavioral, and developmental needs of children with high needs to improve school readiness** because the state has been successful in building programs and securing substantial federal and state funds that seek to improve the overall health and well-being of high needs children and their families. While it has prioritized investment in and development of certain areas of focus, the state has lacked the capacity to fully coordinate the multitude of programs that are available to high needs children and their families. RTT-ELC funds will be critical in helping the state meet this need by expanding its capacity to link high needs children, families, early childhood educators and healthcare providers with referrals to and follow up of all types of health services (physical, social-emotional etc.) and by providing ongoing training and education on evidence-based standards that encompass a “whole-child” approach to readiness for school and life.

The state also will address **(C)(4) Engaging and Supporting Families** because the state’s past achievement in involving families as leaders in their child’s early learning has been well-established in our State Preschool Program, Head Start and home-visiting programs. Now it is time to expand the best practices to other early learning and development programs and the families they serve to truly empower families to be leaders in the child’s development. We have included Family Engagement Standards in the pilot of the Grow NJ Kids Tiered QRIS, but RTT-ELC funds will help us translate those standards into meaningful, user-friendly formats for high needs families and train the program leaders who will put them into practice. The funds also will help us assess the degree to which we are actually reaching our intended targets.

The state will address **(D)(1) Developing a Workforce Knowledge and Competency Framework and a progression of credentials**. The reason for this is that completing the significant legwork to develop a comprehensive, well-aligned credentialing and professional development system for the early childhood workforce is essential before embarking on a high quality plan to tackle some of the toughest issues facing the early childhood education workforce that are required for the work outlined in (D)(2) to actually succeed. We have every intention of addressing those issues as we refine the NJ Core Knowledge and Competencies Framework and career lattice and integrate them into all sectors of early childhood workforce preparation. This process will facilitate the calibration of the quality and types of coursework being offered.

However, until we are, for example, collecting all of the necessary data on early education coursework in the Workforce Registry and feel confident in its authenticity, we cannot adequately make decisions about where to focus our reform efforts.

The state will also address **(E)(1) Understanding the status of children’s learning and development at kindergarten entry**. We are currently in the second year of an important pilot of the NJKEA and plan to implement the NJKEA statewide by September 2019. The instrument will allow us to understand children’s development upon entry to kindergarten, and with parent input will be used to create individualized learning plans for children. We know from an in-depth study of the pilot to date that we need to integrate more and better professional development around the assessment tool. We also need to assess the degree of alignment between the NJKEA, our preschool standards, and our kindergarten standards. We feel as though we have made great progress in developing this critical, evidence-based part of our Comprehensive Assessment System and now it is time to launch it statewide.

The state will also address **(E)(2) Building or enhancing an early learning data system to improve instruction, practices, services and policies**. New Jersey’s restructured governance system must be reflected in the way it gathers, analyzes, and utilizes the myriad types of data it collects. To this end, the state’s Data Committee has undergone detailed preparation to create the NJ-EASEL data warehouse so that it will align with NJ SMART and all of the other state data systems that collect information on high needs infants and young children. We’ve completed significant foundation-level work and planning. RTT-ELC funds will allow us to finish this work by aligning the systems and building capacity to collect and analyze the data so we can understand the key outcomes we’ve identified as wanting to measure—and to ensure this work continues indefinitely in the future.

New Jersey also has chosen to address **Competitive Preference Priority #4: Creating Preschool through Third Grade Approaches to Sustain Improved Early Learning Outcomes through the Elementary Grades**. New Jersey chose to address this priority because we want to ensure that the gains made in reducing the achievement gap are continued in kindergarten, through the early elementary years, and beyond. Misconceptions about how to

teach the more rigorous Common Core standards, coupled with a focus on teacher accountability, have resulted in a movement away from instructional practices appropriate for young children. The lesson New Jersey takes from this is that we need to do more to infuse optimal teaching practices for young children back into kindergarten and the early elementary grades through a data-informed continuous evaluation and improvement cycle for both instructional practices and child progress (all while meeting the more rigorous standards). We will do this via aligning standards and guiding documents, assessments, professional development, and embedded supports.

**Identification of the two or more selection criteria that the State has chosen to address in Focused Investment Area (C):**

Please check the box to indicate which selection criterion or criteria in Focused Investment Area (D) the State is choosing to address

- ☒ (C)(1) Developing and using statewide, high-quality Early Learning and Development Standards.
- ☐ (C)(2) Supporting effective uses of Comprehensive Assessment Systems.
- ☒ (C)(3) Identifying and addressing the health, behavioral, and developmental needs of Children with High Needs to improve school readiness.
- ☒ (C)(4) Engaging and supporting families.

**Identification of the one or more selection criteria that the State has chosen to address in Focused Investment Area (D):**

Please check the box to indicate which selection criterion or criteria in Focused Investment Area (D) the State is choosing to address

- ☒ (D)(1) Developing a Workforce Knowledge and Competency Framework and a progression of credentials.
- ☐ (D)(2) Supporting Early Childhood Educators in improving their knowledge, skills, and abilities.

**Identification of the one or more selection criteria that the State has chosen to address in Focused Investment Area (E):**

Please check the box to indicate which selection criterion or criteria in Focused Investment Area (E) the State is choosing to address

- ☒ (E)(1) Understanding the status of children's learning and development at kindergarten entry.
- ☒ (E)(2) Building or enhancing an early learning data system to improve instruction, practices, services, and policies.

**(A)(3) Aligning and coordinating early learning and development across the State. (10 points)**

The extent to which the State has established, or has a High-Quality Plan to establish, strong participation in and commitment to the State Plan by Participating State Agencies and other early learning and development stakeholders by--

(a) Demonstrating how the Participating State Agencies and other partners, if any, will identify a governance structure for working together that will facilitate interagency coordination, streamline decision making, effectively allocate resources, and create long-term sustainability, and describing--

(1) The organizational structure for managing the grant and how it builds upon existing interagency governance structures such as children's cabinets, councils, and commissions, if any already exist and are effective;

(2) The governance-related roles and responsibilities of the Lead Agency, the State Advisory Council on Early Childhood Education and Care, each Participating State Agency, and the State's Interagency Coordinating Council for Part C of IDEA, and other partners, if any;

(3) The method and process for making different types of decisions (e.g., policy, operational) and resolving disputes; and

(4) The plan for when and how the State will involve representatives from Participating Programs, Early Childhood Educators or their representatives, parents and families, including parents and families of Children with High Needs, and other key stakeholders in the planning and implementation of the activities carried out under the grant;

(b) Demonstrating that the Participating State Agencies are strongly committed to the State Plan, to the governance structure of the grant, and to effective implementation of the State Plan, by including in the MOUs or other binding agreements between the State and each Participating State Agency--

(1) Terms and conditions that reflect a strong commitment to the State Plan by each Participating State Agency, including terms and conditions designed to align and leverage the Participating State Agencies' existing funding to support the State Plan;

(2) "Scope-of-work" descriptions that require each Participating State Agency to implement all applicable portions of the State Plan and a description of efforts to maximize the number of Early Learning and Development Programs that become Participating Programs; and

(3) A signature from an authorized representative of each Participating State Agency; and

(c) Demonstrating commitment to the State Plan from a broad group of stakeholders that will assist the State in reaching the ambitious yet achievable goals outlined in response to selection criterion (A)(2)(a), including by obtaining--

(1) Detailed and persuasive letters of intent or support from Early Learning Intermediary Organizations, and, if applicable, local early learning councils; and

(2) Letters of intent or support from such other stakeholders as Early Childhood Educators or their representatives; the State's legislators; local community leaders; State or local school boards; representatives of private and faith-based early learning programs; other State and local leaders (e.g., business, community, tribal, civil rights, education association leaders); adult

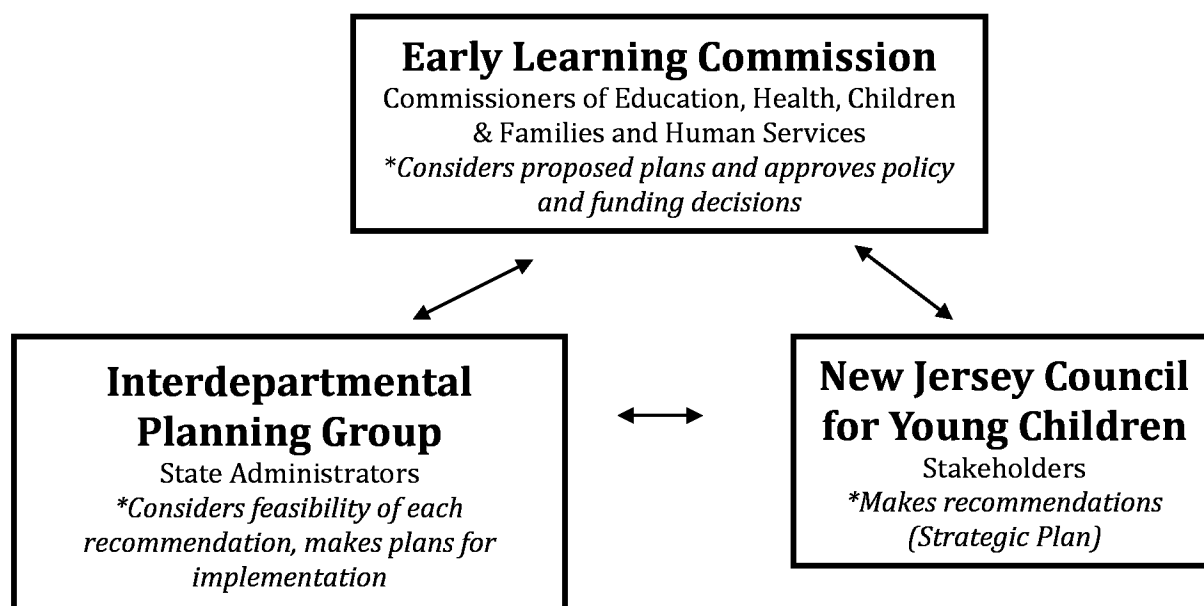
education and family literacy State and local leaders; family and community organizations; representatives from the disability community, the English learner community, and entities representing other Children with High Needs (e.g., parent councils, nonprofit organizations, local foundations, tribal organizations, and community-based organizations); libraries and children's museums; health providers; public television stations, and postsecondary institutions.

**(A)(3)(a) A governance structure that facilitates interagency coordination**

New Jersey made a series of moves to implement an aligned cross-agency governance structure specifically designed to effectively implement the **NJ Plan**. Today, the state has in place a system of interagency coordination and streamlined decision-making that assures young high needs infants and children do not fall neatly into the silos of a particular agency. Instead, the state organized itself around young children by allocating fiscal and staff resources and creating sustainable structures that will support meaningful communication and teamwork over time.

If successful in receiving the RTT-ELC grant, the State of New Jersey will be ready to implement the **NJ Plan**. The diagram below shows our current structure which is anchored by three entities: The NJCYC, the IPG and the ELC.

**The Structure of Early Education and Care in New Jersey**



**The New Jersey Council for Young Children (NJCYC):** As referenced in (A)(1), the NJCYC was created by Executive Order #162 in 2010 and serves as the State Advisory Council. The 24-

member body appointed by the Governor is charged with making recommendations about all programs for children from prenatal to children age eight. It is led by an Executive Director and is co-chaired by the Administrator of the DOE's Division of Early Childhood Education (DECE) and serves as the representative entity for the state's early childhood stakeholder community, including advocacy groups, child care organizations, Head Start agencies, school districts, higher education institutions, and foundations, among others. Many of these members represent organizations serving children with high needs and their families. The role of the Council is to set New Jersey's early education and care agenda (See Attachment 4, Strategic Plan, on Appendix pages 68-70). The work of the NJCYC is conducted by its many committee members (Attachment 18, on Appendix pages 434-435). Nearly 100 stakeholders are organized into the six committees: Program Improvement, Workforce Development, Data, Infancy and Early Childhood Mental Health, Program Standards, and Targeted Outreach and Communications. Each committee has a Chair, responsible for ensuring that the Strategic Plan tasks are accomplished.

**Early Learning Commission (ELC):** In 2011, Governor Chris Christie established the Early Learning Commission by Executive Order #77 (See Attachment 14, on Appendix pages 347-349) to bring together the four commissioners in charge of the programs affecting children prenatal to age eight from the DOE, DHS, DCF and DOH, along with the chair of the NJCYC (the DECE Administrator). This body is tasked with aligning programs and funding to maximize the impact of supports and services for families and their young children. The diagram below provides a summary of the programs and services that relate to early learning and development within each of the four departments of the ELC.



<b>ELC Departments Providing Early Childhood Services &amp; Supports</b>			
<b>Education (DOE)</b>	<b>Human Services (DHS)</b>	<b>Children &amp; Families (DCF)</b>	<b>Health (DOH)</b>
Division of EC Education (P-3)	Subsidized child care	Child Care Licensing	Title V Maternal Child Health Block Grant
State Funded Preschool	Child Care Development Block Grant	Family Child Care Registration	Perinatal Risk Assessment—Addiction/Depression
Head Start Collaboration	Wraparound care	NJ Home Visiting Program	Improving Pregnancy Outcomes
Teacher Credential & Licensing	NJ First Steps- Infant Toddler	Central Intake	Central Intake Expansion
Preschool Special Education (IDEA Part B)	Child Care Resource and Referral Agencies (CCR&R)	Help Me Grow-NJ Project LAUNCH	Community Health Workers
Federal Title I services for low income families	Child Care Workforce Registry	Infant/EC Mental Health	WIC
Regional Achievement Centers (RAC)	NJ School Age Child Care (SACC)	Strengthening Families (SF Protective Factors Framework)	Services/Breastfeeding
Migrant, Homeless Education	NJ Inclusive Child Care (NJICC)	Pregnant/Parenting Teens Parent-Linking/School-Based Project TEACH-Teen Parents	Maternal and Child Health/Immunizations
Bilingual Education	WorkFirst NJ-TANF/GA SNAP	Family Success Centers	Home Visiting (admin lead)
Parent Training and Information Center (SPAN)	Emergency Services-Addiction & Mental Health	NJ Children's Trust Fund	Early Intervention (IDEA Part C)
NJCYC	Disability Services (parents)	Federal Community Based Child Abuse Prevention Funds	Special Child Health Services
	NJ Medicaid/NJ Family Care	Children's System of Care Child Behavioral Health & Developmental Disabilities	Shaping NJ
	PINJ (Workforce Registry)	Child Protection & Permanency	Lead Poisoning
			Indoor Environments Program

**Interdepartmental Planning Group (IPG):** The IPG is the primary implementation arm for programs and policies affecting young children in the state. It includes the administrators (under the commissioners) from each of the state's departments with oversight of programs and services related to children from prenatal to age eight, and other relevant agencies (see above for where each program sits). This group considers the feasibility of program and policy recommendations (e.g. from the NJCYC), makes plans for implementation, presents those plans to the ELC, and ultimately carries out the plans while working in close collaboration with all other relevant state organizations and agencies. An example of this collaboration is an agreement between the Head

Start Collaboration Office and the DCF Division of Prevention and Community Partnerships in which Family Success Centers facilitate the transition of families from Head Start to school. Another example is a collaboration between DHS and DOE to refine the roles and responsibilities of family workers and family worker coordinators.

This governance structure has been successful in bringing together the various government bodies and stakeholders, undertaking major planning activities, and implementing several key components to prepare for full implementation of the **NJ Plan**. Prior to implementation of this governance structure, each agency used its own set of program standards, outreach and communication strategies and data systems to track progress. For example, a family in a State Preschool Program would not likely be aware of the ability to connect to other programs and services at a Family Success Center, or how to get help with their infant through Home Visiting.

The DOE will serve as the Lead Agency for implementing the **NJ Plan** (See Table (A)(3)-1 for list of governance related roles and responsibilities). Given the history, content knowledge and skill set of its staff and Administrator, along with its critical seats on the ELC, IPG, and the NJCYC, this agency is well situated to lead such an ambitious project.

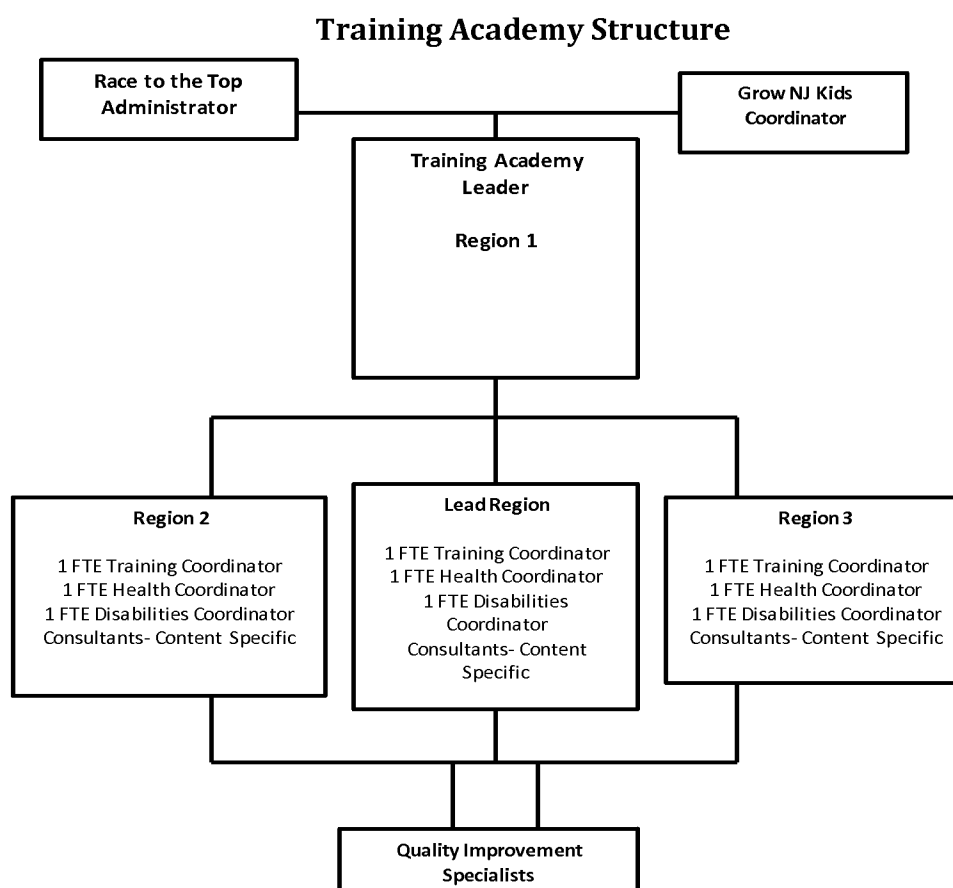
The RTT-ELC Administrator, whose role will be to manage and/or coordinate cross-agency staff and RTT-ELC projects, will sit in the DOE's Division of Early Childhood Education (DECE). The Administrator's role will be to ensure project deadlines are met, and take responsibility for ensuring that directives from the governing entities are being implemented (See Attachment 19, RTT-ELC Administrator job description, on Appendix pages 436-437). Following the conclusion of the grant period, the roles of the RTT-ELC Administrator will be subsumed by the relevant agencies. During the grant period, the RTT-ELC Administrator will manage the newly created positions and will coordinate with the in-kind positions (all described below) that will together manage the implementation of the state's high quality plans. The positions for which the RTT-ELC Administrator will have direct oversight include:

Fiscal Managers (2): Two Fiscal Managers to oversee the many contracts and MOUs necessary to complete the work of the **NJ Plan**, to ensure responsible use of all RTT-ELC grant funding,

and to fulfill all fiscal reporting requirements during the grant period. These positions will be funded through RTT-ELC grant funds and will no longer be needed at the end of the grant.

**Administrative Support (1):** One Administrative Staff person to assist the RTT-ELC Administrator and Fiscal Managers with the work of the grant. This position will be funded through RTT-ELC grant funds and will no longer be necessary at the end of the grant period.

**Training Academy Leader (1):** This person will oversee all professional development and training activities, focusing on the establishment, coordination, and oversight of the three regional hubs of the Training Academy (See: (D)(1) and (B)(4)). The Training Academy Leader will report directly to the RTT-ELC Administrator and participate in the IPG to ensure aligned delivery of professional development and trainings across the state.



The Training Academy Leader will be based at the lead region of the Academy. The Training Academy Leader will directly supervise:

- ❖ 3 Full-time Training Support Coordinators (1 per region) who will organize the trainings delivered in their region and coordinate other regional staff as follows:
  - Early Childhood Health Coordinators (1 per region)
  - Disabilities Coaches/Trainers (1 per region)
  - Regional Training-Specific Consultants (cadre of consultants in each region with subject matter expertise)

All Training Academy staff will initially be funded through the grant. During the grant period, and as the Academy builds capacity, the four primary participating state agencies have agreed to transition current state funding used for training and professional development to the Academy. The Training Academy Leader will then report directly to the DECE Administrator. Our goal is to repurpose existing state funding in order to make the Academy self-sustaining.

The RTT-ELC Administrator will coordinate with in-kind staff from the partnering agencies:

- Grow NJ Kids Coordinator (See Sections (B)(1-5)). The duties of this position will be filled in-kind from DHS, which will help ensure sustainability of the role following the conclusion of the grant. This person will also participate in the IPG (See DHS MOU, Attachment C, on Appendix pages 8-12). The Coordinator will oversee the Grow NJ Kids implementation process and will report to the Deputy Director of DHS's Division of Family Development.
- Workforce Registry Coordinator (See Section (D)(1)) to manage the Workforce Registry, which is being modified for use in the Grow NJ Kids Tiered QRIS instrument. The duties of this position are already filled in-kind through DHS from Professional Impact NJ (PINJ). During the grant period, RTT-ELC funds will be used to support two staff, who will report to the manager, to accommodate the additional workload stemming from the expansion of Grow NJ Kids. (See DHS MOU, Attachment C, on Appendix pages 8-12).
- Incentives Coordinator to manage the scholarship and program improvement incentives outlined in the Grow NJ Kids Tiered QRIS instrument. The duties of this position will be filled by an additional staff person in DHS's grants management office, funded through the grant (See DHS MOU, Attachment C, on Appendix pages 8-12).
- NJ Kindergarten Entry Assessment Specialist (See Section (E)(1)). The KEA specialist will oversee teacher and administrator training on the KEA tool, as well as the implementation

of the DOE's five-year phase-in of the KEA. This position is already filled in-kind by DOE, which will help ensure sustainability of the role following the conclusion of the grant (See DOE Scope of Work, Attachment A, on Appendix pages 1-2).

- Early Learning and Development Standards Specialists (See Section (C)(1)). The specialists will oversee the completion of the alignment, integration, and dissemination of all sets of early learning and development standards. These positions are already funded within DOE's DECE, which will help ensure sustainability of the role following the conclusion of the grant (See DOE Scope of Work, Attachment A, on Appendix pages 1-2).
- Health Standards Liaisons (See Section (C)(3)). The DCF and DOH will jointly work with the Training Academy and CCR&Rs to ensure the health standards in Grow NJ Kids are reaching early childhood educators and their families. They will also oversee the Central Intake hubs, and coordinate existing health-related services and programs for infants, young children and families. These are in-kind by DCF and DOH and will continue following the conclusion of the grant (See DCF MOU, Attachment B, on Appendix pages 3-7).
- Family Engagement Standards Liaison (See Section (C)(4)). Existing DCF staff will oversee the County Councils for Young Children and will ensure that the family engagement standards and activities in Grow NJ Kids are effectively reaching the state's diverse early childhood educators and families. The County Council Coordinators (see below) will report to the DCF Early Childhood Services Administrator. This position is already funded by DCF, which will help ensure sustainability of the role following the conclusion of the grant (See DCF MOU, Attachment B, on Appendix pages 3-7).
- Preschool to Third Grade Specialist (See Priority #4). These specialists will oversee the preschool to third grade work. This position is already funded within DOE's Division of Early Childhood Education, which will help ensure sustainability of the role following the conclusion of the grant (See DOE Scope of Work, Attachment A, on Appendix pages 1-2).
- Diversity and Special Populations Specialist (See all Sections). This position will work across state agencies and all of the high quality plans outlined in this document to oversee the degree to which New Jersey is effectively communicating with and reaching its culturally and linguistically diverse children, families and early childhood educators and special needs populations; the degree to which we're providing effective and appropriate supports throughout the system; and recommending improvements. This position is already

funded within DOE's Division of Early Childhood Education, which will help ensure sustainability of the role following the conclusion of the grant (See DOE Scope of Work, Attachment A, on Appendix pages 1-2).

- NJ Council for Young Children Executive Director. The Council Executive Director has oversight of the Council's six committees, leads the Council's Steering Committee meetings and works with the co-chairs to set meeting agendas and run quarterly meetings. This position is already funded within DOE's Division of Early Childhood Education, which will help ensure sustainability of the role following the conclusion of the grant. This position would oversee execution of Priority #6 in cooperation with the DECE Administrator (See DOE Scope of Work, Attachment A, on Appendix pages 1-2).

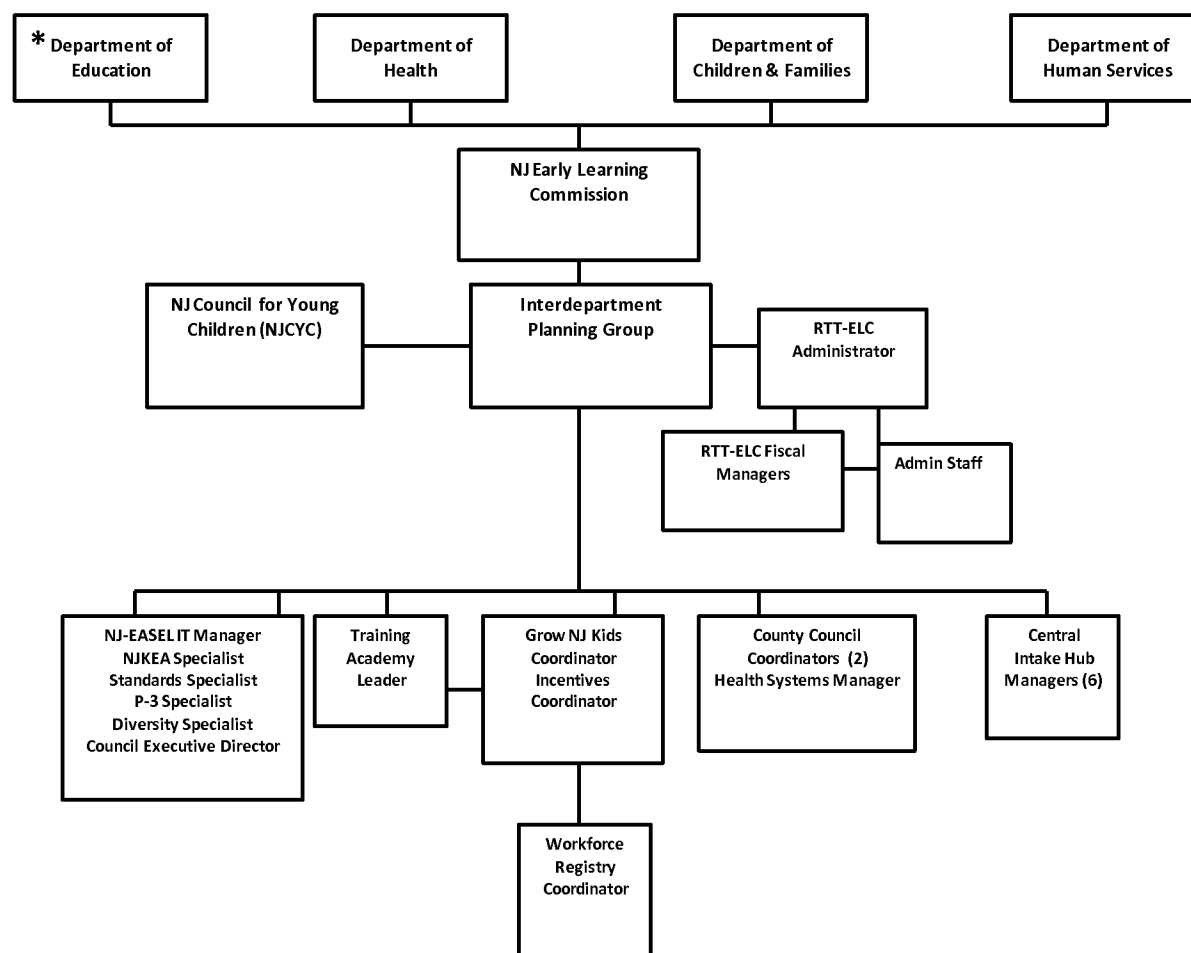
The RTT-ELC Administrator also will coordinate closely with other grant-funded positions:

- NJ-EASEL IT Program Manager (See Section (E)(2)). This position will oversee the overall development of NJ-EASEL and will be included in the IPG. The NJ-EASEL IT Program Manager will coordinate with the following grant-funded positions at both DOE and the state's Office of Information Technology (OIT): Lead Business Analyst (DOE), Data Architect (OIT), Integration Developer (OIT), Project Manager (OIT), Database Administrator (OIT), ETL Platform Coordinator (OIT), and BI Platform Coordinator. While these positions will be funded in part or in full during the grant period, they will all either phase out by the middle of Year 4, or will be reabsorbed by OIT post-grant, which will help ensure sustainability of the work following the conclusion of the grant (See OIT MOU, Attachment H, on Appendix pages 30-33).
- County Council Coordinators (See Sections (C)(4)). These two positions will report to the Early Childhood Services Administrator in DCF (see above) and will oversee a competitive grant in each of New Jersey's 21 counties to establish parent-led local Councils for Young Children. The County Council Coordinators will work closely with the NJCYC Executive Director (see above) to ensure regular and consistent communication of local council recommendations to the Council. After the grant period these positions will be funded in-kind by DCF (See DCF MOU, Attachment B, on Appendix pages 3-7).

The RTT-ELC Administrator will work closely with the IPG and attend their meetings, along with the Grow NJ Kids Coordinator, Training Academy Leader, and the NJ-EASEL Project

Manager, which will occur (at a minimum) monthly. The IPG will continue its role as the primary working group for all of the participating state agencies who come together to make decisions, work out problems, and coordinate linkages among the various early learning and development programs. They will make recommendations to the ELC on major changes or decision points. While we do not anticipate significant difficulties moving forward, the structure is in place to handle issues if need-be. Beyond that, the ELC may seek guidance from the Governor's Office.

### Race to the Top Early Learning Challenge Implementation Structure



\*Lead Agency

The NJCYC plays an important consultation role as the group of stakeholders who provide insight into how the **NJ Plan** is functioning. The NJCYC's input is guaranteed through quarterly meetings, with opportunities for public comment at each meeting. The NJCYC also will receive regular reports from the local County Councils for Young Children (See Section (C)(4)), which serve as the primary local connection for families and community leaders, on how the state can better serve high need families.

The state communicates regularly with New Jersey's Interagency Coordinating Council for Part C of IDEA about services for children with special needs, particularly through the IDEA 619 Coordinator and the Early Intervention team at DOH. Going forward they will have an important role in ensuring the Grow NJ Kids tiered QRIS is working for early learning and development programs that serve special needs infants and young children (See Letters of Support, Attachment 20, on Appendix pages 438-556).

#### **(A)(3)(b) Demonstrating Participating State Agency Commitment**

All of the state's participating state agencies bring valuable assets to the overall **NJ Plan** and all have agreed in the MOUs summarized below to play vital roles in ensuring that those assets are brought to bear as we move forward. (For complete scopes of work, terms and conditions, and signatures, see MOUs, Attachments A – H, on Appendix pages 1-33).

**Department of Education:** As the Lead Agency for this grant, DOE (through the Division of Early Childhood Education) will have overall responsibility for carrying out all of the high quality plans within the **NJ Plan**. For the complete scope of work, see MOU (Attachment A, on Appendix pages 1-2). Highlighted commitments include overall governance; Grow NJ Kids validation study, database oversight and promoting program participation; finalizing agreements with higher education institutions on various workforce, training and credentialing activities; NJKEA statewide launch; leading the development and execution of the Training Academy; requiring programs to use early learning and development standards, health, and family engagement standards; implementing the preschool-Grade 3 initiative; and overseeing the NJ-EASEL project.



**Department of Children and Families:** DCF has committed to leading the high quality plans related to health and family engagement outlined in (C)(3) and (C)(4), in addition to contributing to several other plans in various important ways (Attachment B, on Appendix pages 3-7). Highlighted commitments include: participating in development, piloting, revision and program participation in Grow NJ Kids; expanding use of early learning and development standards, health, and family engagement standards across programs under its purview (licensed child care centers, home-visiting, etc.); strengthening health and wellness linkages through Central Intake Hubs; and leading family engagement efforts through the implementation of the County Councils for Young Children in particular.

**Department of Health:** DOH will partner with DCF in the execution of the health standards in the high quality plan in (C)(3), in addition to several other important contributions and commitments to the overall **NJ Plan** (Attachment D, on Appendix pages 13-17). Highlights of DOH's commitments include: promoting the program standards for Grow NJ Kids in Early Intervention; expanding use of the health, early learning and development, and family engagement standards among EI programs, assisting other agencies with integration of the health standards among other programs; and participating in NJ-EASEL.

**Department of Human Services:** As the agency responsible for overseeing programs such as CCDF and TANF, DHS plays a critical role in reaching high needs children and families in New Jersey. DHS will be particularly vital to our training efforts described in (B)(4) and our family engagement activities in (C)(4) (Attachment C, on Appendix pages 8-12). Highlighted commitments include: participating, piloting and revision of Grow NJ Kids; working with the CCCR&Rs to provide staff to serve as Quality Improvement Specialists under the Training Academy; providing family workers (shared with DOE) to serve as family engagement specialists; expanding use of early learning and development standards, health, and family engagement standards; expanding Workforce Registry participation; and participating in NJ-EASEL.

**Office of Information Technology** – In collaboration with DOE, OIT will oversee implementation of NJ-EASEL, the state's early learning and development data integration

project. OIT also will participate in Early Learning Commission meetings, as needed and update the IPG on the progress of NJ-EASEL Development Team activities and benchmarks. OIT also will participate in the Data Governance Council created to oversee implementation and use of data in NJ-EASEL and partner with other agencies to link existing data systems to NJ-EASEL (Attachment H, on Appendix pages 30-33).

**New Jersey Head Start Collaboration Office** (State Head Start, Early Head Start, Migrant Head Start): As a long-time partner to the state in providing access to high quality early learning programs, family engagement and a number of other important activities, the NJ Head Start Collaboration Office has offered significant support to the **NJ Plan** (Attachment F, on Appendix pages 24-28). Highlights include: Ensuring components of Head Start Performance Standards are embedded in Grow NJ Kids; providing Grow NJ Kids training to program staff; raising awareness of Grow NJ Kids to families; mapping HS/EHS programs that provide transportation, meals and family support services; aligning HS Parent, Family and Community Engagement Framework, HS Child Development and Early Learning Framework etc. with all of the standards for infants/toddler and preschool; building collaborations between EHS and NJ home-visiting programs; encouraging HS/EHS programs to request and review KEA assessment results; and assigning unique child identifiers to HS children to track progress upon kindergarten entry.

**New Jersey Council for Young Children (NJCYC):** The NJCYC will play a significant role in ensuring successful execution of the **NJ Plan**. Its members will be important in convening stakeholders involved in both internal and external implications of the plan and building private sector support for early learning in NJ. Highlighted commitments detailed in this MOU (Attachment E, on Appendix pages 18-23) include: providing Grow NJ Kids Test Drive support through committee work and commissioning evaluation studies; leading the development of the Grow NJ Kids Family Child Care Tool; supporting language translation of various documents and standards; convening private funding sources to create a public-private partnership; supporting programs and policies to encourage continuous program improvement; crosswalking the NJ Birth to Three Early Learning Standards with the top two most widely used curricula in the state; convening groups to help align all state early learning and development standards with

the Common Core, revise the NJ Core Competencies, facilitate Workforce Registry participation; and use NJ-EASEL data integration to evaluate program effectiveness for high needs children.

<b>Table (A)(3)-1: Governance-related roles and responsibilities</b>	
<b>Participating State Agency</b>	<b>Governance-related roles and responsibilities</b>
Early Learning Commission	Made up of the commissioners of the Departments of Health, Human Services, Education and Children and Families, makes final policy decisions concerning programs and funding.
Department of Education	Oversees educational initiatives throughout the state. Houses the Division of Early Childhood Education, which has oversight of preschool to third grade programs and initiatives. Department of Education is the lead agency for the RTT-ELC grant.
Department of Human Services	Is responsible for administration of the Child Care Development Fund, and oversight of programs such as TANF, SNAP and Medicaid. Will play a critical role in the oversight of Grow NJ Kids and the Workforce Registry.
Department of Children and Families	Is responsible for licensing of center-based programs. Has oversight of Family Child Care registration, in collaboration with Department of Human Services. Administers evidence-based home visiting programs, and Family Success Centers.
Department of Health	Oversees all aspects of public health services. Responsible for oversight of health care institutions, hospital financing, public health, as well as programs including IDEA Part C, Home Visiting, Maternal and Child Health Services, Special Child Health Services, and nutrition and health programs for young children (Shaping NJ), among others.
Head Start Collaboration Office	In but not of the Department of Education, the Head Start Collaboration Director will engage Early Head Start and Head Start programs throughout the implementation of each initiative, ensuring that the work is aligned and coordinated.
Interdepartmental Planning Group	Made up of the state agency administrators from the four departments that are part of the Early Learning Commission. Monthly meetings ensure aligned programs and funding for early care and education programs across the state, prenatal to school age. This group will manage the grant contracts and MOUs.
New Jersey Council for Young Children	Made up of the stakeholders and state agency staff. The Council will continue in its advisory role, and its 100 committee members will assist in the work of the grant via its program improvement, workforce development, standards, data, infancy and early childhood mental health and outreach committees.

State Interagency Coordinating Council for Part C of IDEA	Ensure that the perspective of parents and professionals supporting infants and toddlers with special needs is considered in the grant activities.
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**(A)(3)(c) Stakeholder Support**

In developing the **NJ Plan**, the state has sought input, guidance, and support from a number of Early Learning Intermediary Organizations, State Legislators, school districts, child care provider organizations, state associations, health services providers, institutions of higher education and others throughout the state who will be critical partners in helping us reach our goal to improve outcomes for all of the state's high needs children beginning prenatally through age eight. There is a broad spectrum of stakeholders statewide committed to this plan as evidenced by the 73 letters of support or intent submitted with this grant application (See Attachment 20, on Appendix pages 438-556). Please See Table (A)(3)-2 for the complete of the state's Early Learning Intermediary Organizations, local early learning councils etc. and those entities that submitted letters of support or intent for this RTT-ELC application.

<b>Table (A)(3)-2: Early Learning Intermediary Organizations and local early learning councils (if applicable)</b>	
<b>List every Intermediary Organization and local early learning council (if applicable) in the State</b>	<b>Did this entity provide a letter of intent or support which is included in the Appendix (Y/N)?</b>
<b>NJ Legislators</b>	
NJ State Assembly – Education Committee Chairs	Y
NJ State Senate Republicans	Y
<b>NJ State Board of Education</b>	
NJ State Board of Education	Y
<b>School Districts</b>	
Camden School District	Y
Harrison School District	Y
Irvington School District	Y
Millville School District/Child Family Center	Y
Paterson School District	Y
Perth Amboy School District	Y
Red Bank School District	Y
Salem City School District	Y
Union City School District	Y
Woodbine School District	Y
<b>Institutions of Higher Education</b>	
Atlantic Cape May Community College	Letter/Scope of Work
Brookdale Community College	Letter/Scope of Work
Cumberland County College	Letter/Scope of Work
Essex County College	Letter/Scope of Work

<b>Table (A)(3)-2: Early Learning Intermediary Organizations and local early learning councils (if applicable)</b>	
<b>List every Intermediary Organization and local early learning council (if applicable) in the State</b>	<b>Did this entity provide a letter of intent or support which is included in the Appendix (Y/N)?</b>
Felician College	Letter/Scope of Work
Kean University	Letter/Scope of Work
Montclair State University	Letter/Scope of Work
New Jersey City University	Letter/Scope of Work
New Jersey Higher Education Commission	Y
Passaic County Community College	Y
Rider University	Letter/Scope of Work
Rutgers University	Letter/Scope of Work
Salem County Community College	Letter/Scope of Work
Sussex County Community College	Y
The College of New Jersey	Y
Thomas Edison State College	Y
Warren County Community College	Letter/Scope of Work
William Paterson University	Y
<b>Community Based Organizations</b>	
Advocates for Children of NJ	Y
Disabilities Rights New Jersey	Y
Egenolf Child Development Center	Y
Prevent Child Abuse-NJ	Y
Professional Impact NJ and Policy Advisory Board	Y
Statewide Parents Advocacy Network	Y
<b>Foundations</b>	
The Nicholson Foundation	Y
The Schumann Fund for New Jersey	Y
United Way of Northern New Jersey	Y
<b>Head Start</b>	
Acelero Learning Support Center	Y
Acelero Learning Monmouth & Middlesex Counties	Y
Center for Family Services Head Start	Y
Gateway Community Action Partnership	Y
North Hudson Community Action Corp	Y
O.C.E.A.N., Inc.	Y
PathStone (Migrant Head Start)	Y
<b>Professional Associations/Councils</b>	
Coalition for Infant Toddler Educators (CITE)	Y
Council of NJ Grantmakers	Y
Monday Morning, Inc	Y
NJ Association of Child Care Resource and Referral Agencies	Y
NJ Association for the Education of Young Children	Y
NJ Association of School Administrators	Y
NJ Council for Young Children	Y
NJ Early Care and Education Alliance	Y

<b>Table (A)(3)-2: Early Learning Intermediary Organizations and local early learning councils (if applicable)</b>	
<b>List every Intermediary Organization and local early learning council (if applicable) in the State</b>	<b>Did this entity provide a letter of intent or support which is included in the Appendix (Y/N)?</b>
NJ Division for Early Childhood	Y
NJ Parent Teacher Association	Y
NJ School Boards Association	Y
New Jersey State Interagency Coordinating Council	Y
NJ State Special Education Advisory Council	Y
<b>Research and Resources</b>	
Education Testing Service	Y
National Institute of Early Education Research	Y
NJ State Library	Y
<b>Health Care</b>	
American Academy of Pediatrics- NJ Chapter	Y
Central Jersey Family Health Consortium	Y
Children's Specialized Hospital	Y
Inspira Health Network – Cumberland County	Y
Nurse Family Partnership	Y
Parents As Teachers National Office	Y
Southern NJ Perinatal Cooperative	Y
<b>Parents/Families</b>	
parent letter #1	Y
parent letter #2	Y
parent letter #3	Y

**(A)(4) Developing a budget to implement and sustain the work of this grant. (15 points)**

The extent to which the State Plan--

(a) Demonstrates how the State will use existing funds that support early learning and development from Federal, State, private, and local sources (e.g., CCDF; Title I and II of ESEA; IDEA; Striving Readers Comprehensive Literacy Program; State preschool; Head Start Collaboration funding; MIECHV program; Title V MCH Block Grant; TANF; Medicaid; child welfare services under Title IV (B) and (E) of the Social Security Act; Statewide Longitudinal Data System; foundation; other private funding sources) for activities and services that help achieve the outcomes in the State Plan, including how the quality set-asides in CCDF will be used;

(b) Describes, in both the budget tables and budget narratives, how the State will effectively and efficiently use funding from this grant to achieve the outcomes in the State Plan, in a manner that--

(1) Is adequate to support the activities described in the State Plan;

(2) Includes costs that are reasonable and necessary in relation to the objectives, design, and significance of the activities described in the State Plan and the number of children to be served; and

(3) Details the amount of funds budgeted for Participating State Agencies, localities, Early Learning Intermediary Organizations, Participating Programs, or other partners, and the specific activities to be implemented with these funds consistent with the State Plan, and demonstrates that a significant amount of funding will be devoted to the local implementation of the State Plan; and

(c) Demonstrates that it can be sustained after the grant period ends to ensure that the number and percentage of Children with High Needs served by Early Learning and Development Programs in the State will be maintained or expanded.

**(A)(4)(a) Using Existing Funds to Support Early Learning and Development Programs**

New Jersey continues to invest in programs that seek to improve a range of outcomes for these young citizens (See Tables (A)(1)-4 and (A)(1)-5). In the last two years in particular, largely due to our improved structure for collaborating across state agencies, we have successfully aligned our resources for services and programs that benefit high needs children and families. One example of this is the successful test drive of the school- and center-based tool for Grow NJ Kids. In designing the budget and the high quality plans within the **NJ Plan**, it was natural to tap existing federal, state, local and private resources to supplement the grant funds and to sustain our activities post-grant. This intentional decision illustrates our collective commitment to fully

take advantage of the historic opportunity this grant provides and is evident throughout the following budget documents, with several specific examples listed below and in Table (A)(4)-1).

State Funds: Several New Jersey state agencies are committing significant budget and staff resources toward implementation of the **NJ Plan** in order to have the greatest impact on improving outcomes for high needs children. For a complete list of agency contributions by budget project see Table (A)(4)-1) and Budget Narrative I and II. [Note: All state funding is subject to annual appropriations.]

The Department of Education (DOE) is committing nearly \$4 million over four years toward projects such as implementation of the NJ Kindergarten Entry Assessment and training on a technology-based curriculum that will be administered in low-performing schools throughout the state, among other projects; and more than \$18 million through preschool coaches currently funded in 35 school districts.

The Department of Children and Families (DCF) is committing \$77 million over four years—Home Visiting (\$4.2 million/year), Strengthening Families \$500,000/year), and the Family Success Centers (\$14 million/year)--all of which are critical for success of the **NJ Plan**.

The Department of Human Services (DHS) is committing \$20.4 million over four years through their designated funds allocated for family outreach and the match for federal funds.

#### Federal Funds

IDEA Part B Funds totals over \$2 million over four years for training done by DOE staff for Academy staff; Preschool Consultants from Learning Resource Centers; and a competitive grant for inclusion.

Community-Based Grants for the Prevention of Child Abuse and Neglect (CBCAP) (\$5.4 million over 4 years) will help fund Strengthening Families, the Family Success Centers, the current County Council for Young Children Pilot, and Help Me Grow/Central Intake Hubs.



Title VIB Funds (\$7.6M over 4 years) will combine with other state and federal funds to further support Home Visiting.

HRSA Early Childhood Comprehensive Systems (ECCS) Funds (\$140,000 for first 3 years of grant period) are used to develop the county-level Central Intake Hubs (point-of-entry systems) to better link families with the services they need.

Substance Abuse and Mental Health Services Administration (SAMHSA) Grant Funds (\$3.2 million over 4 years) are funding Project LAUNCH, which promotes the wellness of young children birth to age eight by helping all children reach physical, social, emotional, behavioral, and cognitive milestones.

Office of Adolescent Health (OAH) Grant Funds (\$6M over 4 years) is a grant that will go toward programs to help pregnant and parenting teens.

The Maternal, Infant, and Early Childhood Home Visiting (MIECHV) funds includes over \$40 million for Home Visiting and another \$50,000 in Year 1 for oral health training for Health Coordinators in the Training Academy.

NJ Early Intervention Funding (IDEA Part C) will contribute \$130,000 annually towards family support and personnel development.

CDC funding through Nemours for the Shaping NJ/Nemours Project includes \$490,000 annually for a quality improvement initiative to help child care centers meet and exceed new licensing requirements through a year-long training and technical assistance learning collaborative.

TANF funds total over \$20 million over four years to support Home Visiting programs. Of the annual \$13.4 million in CCDF funds dedicated to the NJ Plan, almost \$9.6 million is part of the 4% quality set-aside. These funds will be used to train and supervise family workers in child care programs serving high needs children, and also to sustain the work of the family workers during summer months. Quality set-aside funds will also be used to fund CCR&R staff

throughout the state, who will serve as Quality Improvement Specialists for Grow NJ Kids, and to support the NJ Workforce Registry, which will act as the data system for Grow NJ Kids. In addition, CCDF Funds dedicated to the NJ Plan include Special Needs Technical Assistance through Statewide Parent Advocacy Network (SPAN); a First Steps training initiative; and a parenting education program through the CCR&Rs.

Private funds: The United Way of Northern NJ, The Schumann Fund for New Jersey, and The Nicholson Foundation are currently collaborating with the IPG to provide in-kind support for the Grow NJ Kids Test Drive (See Priority #6).

(A)(4)(b) See Budget Narrative I and the State Budget in Section VIII.

(A)(4)(c)

In designing the **NJ Plan**, the state's IPG was very deliberate about deciding on specific goals and activities hand-in-hand with the financial resources needed to execute them—not just over the four-year grant period, but into the future. Our guiding principle was to create a budget that would build state capacity in a number of areas to ensure we are maintaining or increasing the number of high needs children we are reaching. Thus, we have structured our budget with:

1) **One-time, up-front costs** to create a structure that will handle maintenance, updating, etc. (i.e. NJ-EASEL); 2) **Investments in building state capacity**, the effects of which will funnel down in terms of reaching high needs children (i.e. our Training Academy); and 3) **Projects where funding can be transitioned to participating state agencies and/or public/private sector partners** through existing resources (i.e. Grow NJ Kids Validation Study).

In Budget Narrative I, we list and describe the 11 projects funded by this grant in detail. Below, these projects are grouped into four main categories: Grant Administration; Grow NJ Kids; Family Engagement and Health Connections; and Birth-Grade 3 Initiatives. They are listed with specific plans on how New Jersey intends to sustain each project activity post-grant.

### **Grant Administration:**

**PROJECT 1:** Grant Administration (central to all High Quality Plans). Much of the need for the positions funded by RTT-ELC to manage the grant will no longer be necessary at the end of the grant period. DOE will remain the Lead Agency with the DECE Administrator assuming responsibilities of the RTT-ELC Administrator. Having overseen this position during the grant this transition makes sense. In addition, because the state is using existing funds from participating state agencies to cover the salaries and benefits of the coordinators/project managers overseeing the high quality plans, there will not be a major staffing shift.

**Grow NJ Kids:** Addresses sections (B)(1-5); and (D)(1)

**PROJECT 2:** Training and Professional Development (central to all High Quality Plans). This project will, by its very nature, create increasing levels of impact for high needs children over time. In fact, the goal of creating the Training Academy is for it to become a self-sustaining entity by the end of the grant period. By investing in a single point-of-entry for all of the state's professional training programs using a Train-the-Trainer (TOT) model with embedded supports, over time the state is empowering more individuals to provide the training needed to continue the good work being described in our high quality plans. And because the state will use a combination of RTT-ELC and in-kind funds for this project, the transition will be gradual. State funding from participating state agencies currently spent to pay for trainings will be given to the Academy. Local districts given funding for professional development will be encouraged to purchase all training from the Academy instead of from trainers outside the state. The Academy will also establish a mechanism for programs to pay for additional trainings being offered. In this way, all programs in the state, regardless of participation in Grow NJ Kids, will be able to benefit from the vast array of professional development and trainings offered right in New Jersey.

**PROJECT 3:** Incentives for Program Quality Improvement (central to High Quality Plans in (B)(4). For this project, the state is using a combination of RTT-ELC funds and in-kind funds. During the grant period, RTT-ELC funds will also support consultants to work with the Program Improvement Committee of the NJCYC to establish stronger public-private partnerships in NJ.

**PROJECT 4:** Independent Ratings for Program Quality Improvement (central to High Quality Plans (B)(3)). During the grant period, RTT-ELC funds will support a cadre of independent raters to evaluate Grow NJ Kids participants. After the grant period, each state agency will contribute funds to support ratings in different programs. Post-grant, each agency will seek funds to support for the programs they oversee. Also, the NJCYC Program Improvement Committee will seek public/private partnerships to assist with the cost of annual ratings.

**PROJECT 5:** Validating the Grow NJ Kids Tiered QRIS (central to High Quality Plan in (B)(5)). After three years of annually validating Grow NJ Kids, the state will shift to a biannual study funded by DOE at \$300,000 annually in-kind in post-grant Years 5, 7, etc. We anticipate that the cost of the validation study will decrease in these later years, once the initial validation study is completed.

### **Family Engagement and Health Connections:**

**PROJECT 6:** Family Engagement and Health Connections (central to High Quality Plan in (C)(3) and (C)(4)). The state's use of RTT-ELC funds for this project will focus on establishing the County Councils (CCYC), and Central Intake (CI) hubs in six counties. Post-grant the CCYCs and CI hubs will be expected to raise at least 50% of their operating costs and the DCF will seek approval to provide a maximum 50% match through CBCAP federal funds.

**PROJECT 7:** Public Outreach and Awareness (central to High Quality Plans in (B)(1)(B)(2) (B)(3)), (C)(1), (C)(3) and (C)(4)). The marketing campaign described in this project will end after Year 4 of the grant. At that point in time, the state will have in place structural channels (NJCYC, CCR&Rs, CCYCs, Central Intake Hubs, the Training Academy, etc.) through which a continuous flow of information can reach the public, families etc. If the IPG feels additional funds are needed to sustain the marketing campaign, it will solicit donations from the private sector, with whom it has established a relationship prior to and during the grant period.

**PROJECT 8:** Data Systems (central to High Quality Plans in (D)(1), (E)(2)). The state will use grant funds to establish the initial structure for NJ-EASEL, the state's data warehouse. Post-grant, NJ's Office of Information Technology (OIT) will assume responsibility for maintenance

of NJ-EASEL. Contracted staff necessary for the initial setup of NJ-EASEL phase out after the first six months of the final grant year. Grant funds will also be used to upgrade DCF's licensing data system in Year 1, which will be maintained thereafter by DCF. Along with CCDF funds, grant funds will be used for a one-time expansion the Workforce Registry to include the many more participants expected during the Grow NJ Kids roll-out. DHS funding will resume at its original level of funding post-grant.

### **Birth-Grade 3 Initiatives:**

**PROJECT 9:** Preschool to Third Grade Initiative (central to High Quality Plan in Competitive Priority #4). The state will use grant funds for a one-time project of establishing a technology-based curriculum for low-performing schools in several school districts across the state. Several DOE (DECE) staff will dedicate time to work on this curriculum and, once established, will be responsible for updates to the curriculum. These staff will also work with an outside entity (likely a state university) on the initial development of training modules for the curriculum. DECE staff will also maintain and continue to train on these modules post-grant. Note that several of the initiatives described in Priority #4 in support of the Preschool – Third grade Initiative are funded under other projects.

**PROJECT 10:** Kindergarten Entry Assessment (central to High Quality Plan in (E)(1). No grant funds will be used for this project. Subject to annual state appropriations, the DOE intends to fund all training around the Kindergarten Entry Assessment, as well as the administration of the assessment on a phased-in basis throughout the state.

**PROJECT 11:** Standards (central to High Quality Plans in (C)(1) and Competitive Priority #4). RTT-ELC funds will be used for one-time projects to align the state's standards from birth to grade 3, create modules for training in the standards, and create a parent-guide to the NJ Birth to Three Early Learning Standards (which will be translated into multiple languages). Once these materials and modules are developed, Academy and existing state staff will be on hand to deliver training throughout the state.

**Table (A)(4) – 1 Existing other Federal, State, private, and local funds to be used to achieve the outcomes in the State Plan.**

<b>Source of Funds</b>	<b>Fiscal Year 2014</b>	<b>Fiscal Year 2015</b>	<b>Fiscal Year 2016</b>	<b>Fiscal Year 2017</b>	<b>Total</b>
<b>State Funds</b>					
DCF State Funds	\$19,250,000	\$19,250,000	\$19,250,000	\$19,250,000	\$77,000,000
DOE State Funds	\$771,340	\$916,636	\$1,080,893	\$1,221,719	\$3,990,588
Preschool Education Aid (DOE Preschool Funds to Districts)	\$4,383,050	\$4,498,324	\$4,616,630	\$4,738,048	\$18,236,052
<b>Federal Funds</b>					
MIECHV Funds (DOH)	\$10,250,000	\$10,200,000	\$10,200,000	\$10,200,000	\$40,850,000
Early Intervention (IDEA Part C) (DOH)	\$130,000	\$130,000	\$130,000	\$130,000	\$520,000
Shaping NJ/Nemours Project (DOH)	\$490,000	\$490,000	\$490,000	\$490,000	\$1,960,000
CBCAP (DCF)	\$1,357,000	\$1,357,000	\$1,357,000	\$1,357,000	\$5,428,000
Title VIB (DCF)	\$1,900,000	\$1,900,000	\$1,900,000	\$1,900,000	\$7,600,000
ECCS Grant Funds (DCF)	\$140,000	\$140,000	\$140,000	\$0	\$420,000
SAMHSA Funds (DCF)	\$800,000	\$800,000	\$800,000	\$800,000	\$3,200,000
OAH Funds (DCF)	\$1,500,000	\$1,500,000	\$1,500,000	\$1,500,000	\$6,000,000
IDEA Part B (DOE)	\$356,280	\$358,261	\$667,683	\$677,353	\$2,059,577
TANF (DHS)	\$5,100,000	\$5,100,000	\$5,100,000	\$5,100,000	\$20,400,000
CCDF (DHS)	\$13,434,818	\$13,434,818	\$13,434,818	\$13,434,818	\$53,739,272
<b>TOTAL</b>	<b>\$59,862,488</b>	<b>\$60,057,039</b>	<b>\$60,667,024</b>	<b>\$60,798,938</b>	<b>\$241,403,489</b>
*Not all existing state and/or federally funded staff who are involved in the implementation of the NJ Plan (See Section (A)(3)) are represented in the table above (e.g. DECE Administrator, DFD Deputy Director, etc.).					

## **B. High-Quality, Accountable Programs**

### **(B)(1) Developing and adopting a common, statewide Tiered Quality Rating and Improvement System. (10 points)**

The extent to which the State and its Participating State Agencies have developed and adopted, or have a High-Quality Plan to develop and adopt, a Tiered Quality Rating and Improvement System that--

- (a) Is based on a statewide set of tiered Program Standards that include--
  - (1) Early Learning and Development Standards;
  - (2) A Comprehensive Assessment System;
  - (3) Early Childhood Educator qualifications;
  - (4) Family engagement strategies;
  - (5) Health promotion practices; and
  - (6) Effective data practices;
- (b) Is clear and has standards that are measurable, meaningfully differentiate program quality levels, and reflect high expectations of program excellence commensurate with nationally recognized standards that lead to improved learning outcomes for children; and
- (c) Is linked to the State licensing system for Early Learning and Development Programs.

### **(B)(1). Adopting a Common, Statewide Tiered QRIS**

Many of our state's high-needs infants and toddlers have limited access to early experiences that enhance development, as evidenced by the recent NJCYC study on quality infant-toddler care (Attachment 16 – The State of Infant-Toddler Care and Education in New Jersey, on Appendix pages 374-405) discussed in (A)(2). Lack of access to high quality programs is confounded by the fact that many parents do not understand what a high quality program looks like, or how to find it; and many well-intentioned providers lack the resources and skills to provide it.

NJ's Tiered QRIS, Grow NJ Kids, is a central feature of the NJ Plan that will provide easy access to quality, and result in significant progress in closing the quality gap. Grow NJ Kids reflects ambitious, yet achievable, reforms to be implemented over the next four years. The NJ Early Learning Commission has endorsed Grow NJ Kids and the Interdepartmental Planning Group (IPG) is working to create an effective, sustainable system of quality improvement for early learning and development programs serving high-needs children from birth to age five. The NJ Plan includes strategies to finalize and launch the system through a phased implementation of sites serving infants and children with high-needs. A test-drive of Grow NJ Kids for school and center based programs is in process; and NJ plans to pilot the Tiered QRIS for family child care settings in 2014-15.

<b>STATE HIGH QUALITY PLAN for Developing and Adopting the state Tiered QRIS – Grow NJ Kids</b>		
<b>Goal Statement</b>		
New Jersey's goal is to maximize the learning and development of high-needs infants, toddlers and preschoolers by providing access to high quality early learning and development programs by refining the Grow NJ Kids tools.		
<b>Desired Outcomes by end of the grant</b>		
<ul style="list-style-type: none"> <li>✓ Launched Grow NJ Kids tool for school and center based programs and process based on the test drive and study findings by November 2014.</li> <li>✓ Level 5 of Grow NJ Kids in place by November 2014.</li> <li>✓ Grow NJ Kids Family Child Care Standards in place by September 2014.</li> <li>✓ Launched Grow NJ Kids tool for family child care programs and process based on the test drive and study findings by September 2015.</li> <li>✓ A family feedback system to test Grow NJ Kids outreach to families, starting in Fall 2014.</li> </ul>		
<b>Key Strategies</b>		
Form a cross sector steering committee to complete design of the fifth level of quality of Grow NJ Kids (for centers and schools) that includes all prior standards and child-outcomes.	9/2013-5/2014	NJCYC Program Improvement Committee (PIC), Interdepartmental Planning Group (IPG)
Aggregate and analyze the data from the 2013-14 school and center based test drive.	9/2015	NJCYC PIC, IPG, Grow NJ Kids Coordinator
Revise tools based on the test drive validity data conducted by Rutgers University-Camden	9/2015	NJCYC PIC, IPG
Format the Grow NJ Kids Family Child Care Standards based on Massachusetts's Family Child Care Standards.	8/2014	NJCYC PIC, IPG, Grow NJ Kids Coordinator
Test drive the Grow NJ Kids Family Child Care tool in 30 sites in collaboration with the Nicholson Foundation, the Schumann Fund for New Jersey.	9/2014	NJCYC PIC, IPG
Aggregate and analyze the data from the 2014-15 family child care test drive.	9/2015	NJCYC PIC, IPG, Grow NJ Kids Coordinator
Create and implement a family feedback system to test Grow NJ Kids outreach to families by surveying test drive families, and by running focus groups at Family Success Centers and County Councils for Young Children.	9/2014 – 6/2016	NJCYC PIC, Family Success Centers, County Councils, Grow NJ Kids Coordinator



### ***New Jersey's Investment in High Quality and Grow NJ Kids***

Grow NJ Kids was designed in four phases:

Phase 1 (2005-2009). The first version of the QRIS, created by NJ BUILD was developed with input from a coalition of public-private early childhood stakeholders. NJ BUILD's goal was to use the QRIS to strengthen early learning and development (ELD) programs by developing standards for early childhood educator qualifications, family engagement and health practices, and business practices. Using private funding, NJ BUILD piloted a five-step scale in ten centers (See Build the Future: Creating a Roadmap for Success: The Need for a Quality Rating and Improvement System in New Jersey, Attachment 21, on Appendix pages 557-560).

Phase 2 (2010-2011). The first RTT-ELC led to a revision of the QRIS tool. Formal evaluation of the BUILD instrument revealed significant gaps, and in 2011, the NJCYC worked to address missing indicators, e.g. Comprehensive Assessment Systems and Effective Data Practices. Ultimately, a study of the revised instrument conducted by Rutgers Camden revealed usability issues and the search for a more user-friendly format continued (See Build the Future: Creating a Roadmap for Success: The Need for a Quality Rating and Improvement System in New Jersey, Attachment 21, on Appendix pages 557-560).

Phase 3 (2012-2013). NJ finalized the current Grow NJ Kids format in July 2013. After studying QRIS instruments from other states, we decided to adapt Massachusetts' tiered QRIS. NJ is now pilot testing Grow NJ Kids in 56 mixed delivery<sup>15</sup> sites in four counties. This test-drive will study the validity of the instrument across a broad range of settings and age groups. It will inform the process of administering the system, providing technical assistance, using incentives, and providing professional development within the context of NJ's early childhood structure. The IPG is working closely with private partners—the United Way of Northern New Jersey, the Schumann Fund for New Jersey, and the Nicholson Foundation—to implement Grow NJ Kids, promote program participation, and provide support to sites. The IPG will aggregate and analyze core data—ITERS-R, ECERS-R and CLASS scores; assigned ratings; professional development

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<sup>15</sup> As a reminder, NJ's mixed delivery system includes center-based child care (non-profit and for-profit) receiving CCDF funds, Head Start/Early Head Start, and School Preschool Programs.

and technical assistance evaluations; and family feedback from parent surveys—to adjust the Grow NJ Kids materials and process, as needed.

Phase 4 (Fall 2013). The NJCYC is in the process of developing a Tiered QRIS for Family Child Care (FCC) providers. A current draft of the tool will be reviewed to identify and address any missing standards and categories. NJ will also adapt the Massachusetts model for the FCC format. The test-drive for this revised Grow NJ Kids Family Child Care tool is scheduled for September 2014. It will be conducted by the IPG in collaboration with the Nicholson Foundation and the Schumann Fund for NJ, and target 30 FCCP sites. The instrument will be carefully evaluated and adjusted, as needed.

#### **(B)(1)(a) Statewide set of Tiered Program Standards that aligns with Six Priority Areas**

New Jersey's Grow NJ Kids Tiered QRIS provides a streamlined process to improve the quality and outcomes of early learning and development programs for children with high needs from birth to five. (See Grow NJ Kids Center and School Based-Standards, Attachment 16, on Appendix pages 374-405). The Grow NJ Kids instrument defines and measures quality for early learning programs. The tiered rating process will provide parents with an easy way to identify a quality early learning and development setting. It will also communicate to other stakeholders (e.g. funders and legislators) how NJ measures a high quality learning environment.

NJ has two sets of Tiered QRIS standards: 1) Center and School Based Standards (in testing phase) for center-based child care (non-profit and for-profit), Head Start/Early Head Start and School Preschool Programs); and 2) Family Child Care Standards (ETA Fall 2014) for use by registered FCC providers receiving CCDF funds (serving high needs children). See Table (B)(1)-1) on page 113. Each version of Grow NJ Kids will also be available in Spanish. The instruments are designed for programs serving children from birth to age five; and support inclusion of children with disabilities and developmental delays (Part B of IDEA), English language learners (ELL), and children from low-income families, including children that meet Title I eligibility.

Grow NJ Kids has **five levels** (or rating tiers); and within each level, participating sites are required to meet quality standards in five categories: 1) Safe, Healthy Learning Environments, 2)

Curriculum & Learning Environments, 3) Family & Community Environments, 4) Workforce/ Professional Development; and 5) Administration & Management. This combined approach— i.e. levels and standards within key content categories, adds strength to the process and enables the state to meaningfully differentiate quality and support participating sites as they strive to reach higher levels of program excellence.

This “building-blocks” approach, results in a research-based blueprint of standards to guide continuous program quality improvement in New Jersey (see Attachment 16, on Appendix pages 374-405, which describes and demonstrates the five levels and five categories of the Grow NJ Kids instrument).

The Grow NJ Kids application and enrollment process includes the following steps:

	<b>Grow NJ Kids Process</b>
Step 1	Interested sites signs up in the NJ Workforce Registry, called “Registry One”.
Step 2	The site submits a Grow NJ Kids application.
Step 3	A Quality Improvement Specialist is assigned to applicant program.
Step 4	The site prepares and completes the Grow NJ Kids Self-Assessment tool. (See Grow NJ Kids Self-Assessment tool, Attachment 22, on Appendix pages 561-606).
Step 5	The site develops and implements a Program Improvement Plan.
Step 6	The site submits the final Grow NJ Kids Self-Assessment and required documentation.
Step 7	Review of the submitted documents is conducted by Grow NJ Kids Administrator.
Step 8	Reliable Rater visit is scheduled. Level 2 determination is provided by Grow NJ Kids Administrator. Level 3, 4, and 5 determination by the Grow NJ Kids Advisory Committee.
Step 9	The Grow NJ Kids approved program implements progressively more rigorous standards to attain higher validation levels.

The Grow NJ Logic Model (See Grow NJ Kids Logic Model, Attachment 23, on Appendix page 607) provides a visual representation of the system, including inputs, activities, and outcomes across the grant period and beyond.

Grow NJ Kids is based on a statewide set of tiered Program Standards, informed by research and best practices, that lead to positive child outcomes and are mutually agreed upon across

departments and stakeholders. These standards provide a path to high quality for providers as they engage in continuous quality improvement (QI). At each of the five levels, the standards and measurement requirements gradually increase to encourage and support research-based practices of high quality in early education and care. Grow NJ Kids addresses the six RTT-ELC Tiered Program Standards as described below:

**(1) Early Learning and Development (ELD) Standards:** New Jersey requires programs to implement age-appropriate standards (corresponds to Grow NJ Kids Category 2: Curriculum & Learning Environment) by integrating—(a) the New Jersey Birth to Three Early Learning Standards; and/or (b) the New Jersey Preschool Teaching and Learning Standards (see Attachments 9 & 10, on Appendix pages 83-150 and 152-229). These standards (also described in Section C(1) – page 154, provide a common framework for developmentally appropriate expectations for each group of infants, toddlers, and preschoolers with specific information and resources provided for families and teachers/caregivers of infants and young children with disabilities<sup>16</sup>, English language learners (ELL),<sup>17</sup> and children with social-emotional difficulties.<sup>18</sup> In addition to being written for early learning educators, administrators, and families; the standards also provide information about child learning and development to community stakeholders and policymakers.

Below is an overview of the requirements for each level. Refer to Attachment 16 on Appendix pages 374-405) to see how the **ELD Standards are integrated into Grow NJ Kids across levels and categories.**

Level 1	Promotes, but does not require, use of the ELD Standards by licensed, exempt and registered programs.
Level 2	Requires the program to conduct the Grow NJ Kids Self-Assessment and use the ELD Standards checklist; and develop a program improvement plan based on findings.
Level 3	Requires the director to submit a description of how the curriculum aligns with the ELD Standards, i.e. evidence from lesson plans and performance-based assessments.
Level 4	Requires the program to demonstrate full implementation of a standards-based curriculum as evidenced by the curriculum fidelity instrument, lesson plans, training,

<sup>16</sup> New Jersey Birth to Three Early Learning Standards, p. 59; and New Jersey Preschool Teaching and Learning Standards, pp. 7, 11.

<sup>17</sup> NJ Birth to Three Standards, p. 31 and Preschool Teaching & Learning Standards, pp.10, 16.

<sup>18</sup> NJ Birth to Three Standards, p. 20 and Preschool Teaching and Learning Standards, p. 14.

	and supervision.
Level 5	Requires the program to be standards-based and data-driven in teaching and learning content, materials selection, parent activities and program services.

**(2) Comprehensive Assessment System (CAS):** In New Jersey, required elements of the CAS (corresponds to Grow NJ Kids Category 2 - Curriculum & Learning Environment) are grounded in research and associated with positive outcomes for young children (Barnett, W.S. (2008). Four types of assessments are included in NJ's tiered QRIS; and participating Grow NJ Kids programs are required to select appropriate assessment tools in all four areas to guide their progress through the levels: 1) Screening Measures to identify potential health, behavioral and developmental issues, e.g. ASQ, ASQ:SE. 2) Formative Assessments that align with a selected evidenced-based curriculum, and inform providers of needed supports for each child's learning and development, e.g. Gold, Ounce Scale, Child Observation Record. 3) Measures of Environmental Quality provide structured measures of the classroom or family care provider environment e.g. ITERS-R, ECERS-R and FCCERS. 4) Measures of Quality Adult-Child Interactions examine the approach in working with children and families through the use of formal tools (e.g. CLASS, including Toddler and Infant versions); as well as, observations and documentation (e.g. reflective practice and supervision, family engagement, sensitivity to cultural differences, support for ELL, and optimizing the development and learning of children with developmental disabilities.

Supplemental assessment tools are built into Grow NJ Kids, i.e. Strengthening Families (SF) Self-Assessment (Level 2) and Protective Factors Survey (Level 3), to help sites to assess and inform their overall approach in working with infants, young children and their families. The Pyramid Model/Positive Behavior Supports assessments (Levels 4 & 5) are additional tools that provide sites with a strong research-based assessment of children's social-emotional learning.

Grow NJ Kids participants will receive structured guidance on their selection of assessment instruments, as appropriate for their site and program requirements (e.g. HS/EHS). Grow NJ Kids will also provide training on administration of core assessments and use of the data. The results and feedback derived from these formal assessments are used by the QI Specialist to inform providers of needed changes that will improve their effectiveness and support children's

emerging early learning and development skills. The Box below provides a brief overview of CAS elements in the Grow NJ Kids tiered QRIS. See Section C(1) - page 154 for more detail about CAS.

Level 1	Does not require formal screening or assessments for licensed, exempt and registered programs.
Level 2	Requires self-assessment for environmental quality (ITERS/ECERS) and adult-child interaction (CLASS)
Level 3	Requires site to describe how developmental screening, formative assessment and structured observation tools are used to address children's needs. Reliable rater for ITERS/ECERS (avg score of 4); and CLASS (score of 3).
Level 4	Requires site to track data for screening, formative assessment aligned with curriculum, and structured observation tools. Reliable rater for ITERS/ECERS (avg score of 5); and CLASS (score of 4).
Level 5	All of the above, plus programs are expected to demonstrate high quality with data and may achieve accreditation, certification or endorsement in key areas of CAS. Reliable rater score in ITERS/ECERS (avg score of 6); and CLASS (score of 5).

**(3) Early Childhood Educator Qualifications:** In order to provide young children with high quality experiences, a knowledgeable and skilled workforce is essential. NJ's tiered QRIS includes a sequence of credentialing and professional development (corresponds to Grow NJ Kids Category 4 – Workforce/Professional Development) to better prepare the workforce in providing high quality ELD services for high needs children from birth to five. Teachers and caregivers must thoroughly understand child development, and incorporate developmentally appropriate practices that support the early learning strengths and needs, including the cultural and linguistic needs of young children. For example, teachers and caregivers must know how to use assessment findings to create lesson plans that directly build upon children's developmental strengths.

Effective workforce/professional development (PD) must provide staff with high quality learning opportunities with embedded supports for implementation. The focus of this standard on early childhood qualifications includes training, supervision, and technical assistance. The NJ Plan builds a PD system that supports current Grow NJ Kids early childhood educators across settings (i.e. Centers, HS/EHS, Schools, etc.). The NJ Early Learning Training Academy will provide ongoing staff training and PD opportunities for participating (and aspiring) Grow NJ Kids early

learning sites (described in Section (B)(4) – page 131). NJ will also encourage the early childhood workforce to obtain advanced credentials and qualifications by providing educational stipends (described in Section (D)(1), page 193) over the course of the RTT-ELC grant.

Grow NJ Kids tiered QRIS builds in specific indicators for director competence, credentials for teaching staff, PD related to child growth and development, recruitment and retention of staff, cultural competence, and addressing the needs of ELL and children with disabilities. Each indicator aligns with *New Jersey's Career Lattice*, the NJ Core Knowledge and Competencies Framework, and The Foundation for New Jersey's Unified Professional Development System. (See section (D)(1) - page 193; and Attachments 24 and 13, on Appendix pages 608-609 and 279-346) . Below is an overview of the Grow NJ Kids Workforce/Professional Development Standards:

Level 1	Licensing requires centers and exempt preschool staff to complete 10 hours of professional development annually. Directors need to have a college degree. This does not apply to registered Family Child Care programs.
Level 2	Program staff are in the NJ Workforce Registry; and meet annual PD requirements (20 hr/yr) in EL Standards, child development, and curriculum. Supervisor of teaching staff has a minimum of a CDA in the age group served (or PD Plan to attain it). At least 20% of teaching staff has a CDA for work with their assigned age group.
Level 3	Meet all of Level 2 requirements; PD includes formal training in curriculum & CAS elements. At least 35% of teaching staff has a CDA for work with their assigned age group. Teaching staff receive annual performance evaluations that require staff input.
Level 4	Meet all of Level 3 requirements. Site uses data to determine differentiated PD needs; and provides fidelity training for core curriculum & CAS elements. At least 50% of teaching staff has a CDA for work with their assigned age group. Non-instructional staff are trained, e.g. child development, EL Standards, and cultural diversity.
Level 5	Meet all of Level 4 requirements; 100% of teaching staff have a CDA for work with their assigned age group, and 15% must have an AA, AAS or BA in ECE (for state preschool, the teacher must be certified and thus this requirement does not apply).

**(4) Family Engagement Strategies:** NJ integrates quality standards for family engagement throughout all five levels of the tiered QRIS (corresponds to Grow NJ Kids Category 3: Family and Community Engagement). Recognizing that infant/child development cannot be separated from the family or community (Stern, D., 1998, *The Motherhood Constellation*), Grow NJ Kids has adopted nationally endorsed guidelines that enhance the capacity of families to support their

children’s education and development; and help families build protective factors. This foundation for family engagement comes from two primary sources 1) Strengthening Families: A Protective Factors Framework<sup>19</sup> and 2) the HS/EHS Parent, Family and Community Engagement (PFCE) Framework. (Attachments 25 and 26, on Appendix pages 610-614).

Family engagement standards are specified for each level of the tiered QRIS. Specific strategies to engage families of high needs children include: facilitating family access to programs and staff; ensuring ongoing two-way communication with families; providing parent education in child development; using creative outreach to connect with family members; preparing/ supporting families as children transition to preschool and kindergarten; developing strong social networks with linkages to community supports; and providing authentic opportunities for family involvement in decision making and leadership development. For a more detailed overview of family engagement activities refer to Table (A)(1)-9 on pages 48-53, and also see the Family Engagement Standards in Section (C)(4) in the chart on page 185.

Parent/family input and feedback, i.e., a “family feedback loop,” is central to the success of the Grow NJ Kids high quality plan. As a key strategy, parents will be invited to participate in local County Councils for Young Children (CCYC), described in more detail in Section (C)(4) on page 180. Participating Grow NJ Kids sites (i.e. school- and center-based, and FCCPs) will identify at least one parent/family to be on the CCYC (a required standard for Level 3). Each CCYC will convene a Parent Advisory Workgroup to provide the parents’ perspective on how Grow NJ Kids is (or is not) working in the county. This family-focused feedback will help to refine key aspects of Grow NJ Kids, and inform the development of marketing materials. It will also provide parents with leadership development opportunities to work as partners with state/local agencies and strengthen decision-making that supports children, families and communities. In addition, the state-level NJCYC will partner with local CCYCs on family engagement enhancements—father involvement, adult and family literacy, and intergenerational activities. These activities will begin by November 2014.

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<sup>19</sup> Can also be found at: the Strengthening Families Protective Factors Framework, Center for the Study of Social Policy, <http://www.cssp.org/reform/strengthening-families/the-basics/protective-factors>



**(5) Health Promotion Practices:** NJ promotes health standards across all five levels of the Tiered QRIS (corresponds with Grow NJ Kids Category 1: Safe, Healthy Learning Environments) that are adapted from *Stepping Stones: Caring for Our Children* (Attachment 27, on Appendix pages 615-631). The NJ Plan aligns Grow NJ Kids with nationally accepted practices that promote high quality learning within a safe and healthy environment. Participating sites must meet standards for the physical environment, i.e., furnishings and classroom conditions; and offer age-appropriate activities/services that promote healthy eating habits, physical activity and oral health, based on the developmental abilities and capacities of the children. Grow NJ Kids establishes a common set of health standards for developmental, behavioral, and sensory screening, referral, and follow up; and health literacy is also addressed throughout the levels and categories (see Grow NJ Kids health standards, in Attachment 16 on Appendix pages 374-405).

The NJ Plan also includes a core health component that will improve access for parents/families to needed infant/child health services and supports through a single point of entry, i.e. a county-level Central Intake (CI) Hub. CI (currently operating in 15 counties) helps to build stronger connections and communication, and supports health literacy between parents, health care providers, and early learning programs. Refer to Section (C)(3) on page 164 for further detail on the state's high quality health plan. NJ will refine the health promotion standards and make adjustments as needed based on feedback from the Grow NJ Kids pilot and roll-out.

**(6) Effective Data Practices:** NJ has established standards for effective data practices within the Tiered QRIS process (corresponds to Grow NJ Kids Category 5: Administration and Management) Grow NJ Kids requires program directors to collect and use a variety of information and data sources to inform program planning and quality improvement. Examples include the use of administrative data to monitor staff training and performance; self-assessment tools to identify program strengths and weaknesses; formative assessment scores, classroom environmental ratings and teacher-child interaction assessment results to inform program improvement areas; and child attendance records and SF assessments to determine child/family needs. Most importantly, each of the Grow NJ Kids Levels and Categories specify requirements for data collection and interpretation to support informed decision-making. In addition, Grow NJ

Kids includes a Program Administration Scale (PAS) to assess the quality in administration and financial management.

To aid data tracking, the Grow NJ Kids data system will be located within the state's Workforce Registry system, called "Registry One." NJ will apply existing CCDF funds and RTT-ELC grant funds to expand Registry One to manage increased program participation in the Tiered QRIS as Grow NJ Kids expands over the next four years. The NJ Plan includes several other important components of data and information management—NJ-EASEL, the early learning data warehouse; the Grow NJ Kids website (Family Portal); and the NJ State Licensing Database.

### **B(1)(b) Standards are measurable and meaningfully differentiate program quality**

#### **Program Excellence and Relationship to National Standards**

Grow NJ Kids standards reflect high expectations for program excellence commensurate with nationally recognized standards that lead to improved learning outcomes for children.

- First, the standards incorporate NJ's recently revised licensing standards at Level 1. Although this equates to the lowest level of quality in Grow NJ Kids, with New Jersey's high national ranking for licensing standards, programs enter Grow NJ Kids with a strong base.
- Second, Grow NJ Kids standards have been cross walked with national models for excellence found in the National Association for the Education of Young Children accreditation standards, National Association of Family Child Care Accreditation, National Early Childhood Program Accreditation, and Head Start performance standards (Attachment 28, on Appendix pages 632-637). [The Grow NJ Kids tool identifies the related national association standards in a column within each Grow NJ Kids standard. While there is significant alignment, in most cases the upper levels of Grow NJ Kids exceed the national standards (See Attachment 16, Grow NJ Kids standards, on Appendix pages 374-405).]
- Third, within each level of the Grow NJ Kids instrument, NJ incorporates five nationally recognized areas of quality standards--early learning standards, family and community engagement, health and safety standards, workforce qualifications, and program management.

- Fourth, the Grow NJ Kids tool and rating process is based on NJ’s highly effective State Preschool Program, the Head Start Performance Standards, and the Massachusetts Tiered QRIS.
- Finally, Grow NJ Kids is grounded in the national research on the association of high-quality early childhood education with positive outcomes for young children (Barnett, W.S.; 2008).

### **Measureable and Meaningful Differentiation of High Program Quality Levels:**

Grow NJ Kids is organized as a progression of measureable, gradually higher levels of program quality. The five levels are distinguished by increasingly higher ratings from measures such as the Environmental Rating Scales and teacher-child interaction components of the CAS. An item validity study is currently underway (Rutgers University-Camden) and we will work with an independent evaluator to conduct a validation study to ensure that the Grow NJ Kids instrument helps to meaningfully differentiate levels of observed quality. (See Section (B)(5) – page 147).

Programs are accountable for all quality standards in five categories for each level in order to achieve a designated level rating. All indicators are measureable, as outlined in our 2013 Grow NJ Kids Center and School-Based Standards and Family Child Care Standards (ETA Fall 2014). For example, programs must demonstrate that they can meet all of the standards and requirements in all of the categories in Level 2 to obtain a Level 2 rating; likewise, Level 3 requires all of Level 3 and any unique qualifications that were provided for in Level 2. This “building blocks approach” policy applies at all levels. Additionally, beginning at Level 3 the programs are rated by external raters, which is described further in (B)(3). Examples of how the Levels differentiate quality are below.

Level 1	Level 1 programs have a valid license through DCF Office of Licensing or meet comparable standards for license exempt and registered programs.
Level 2	Level 2 programs complete a self-assessment using Environmental Rating Scales (ITERS-R and ECERS-R) and measures of teacher-child interaction (CLASS- optional at Level 2) described in B(3), and must meet the standards for Level 2.
Level 3	Level 3 programs use the appropriate ERS (for the age level) and the CLASS (required external evaluator rating of 4.0 on the ERS and 3.0 on each of the CLASS domains) and must show evidence of incorporating the standards, using a screening tool, implementing Strengthening Families, conducting performance evaluations, and being formally trained on observations tools.

Level 4	Level 4 programs use the appropriate ERS (for the age level) and the CLASS (required external evaluator rating of 5.0 on the ERS, and 4.0 on each of the CLASS domains), meet prior Levels, incorporate measures of curriculum fidelity, use Positive Behavior Support tools, include families on an advisory board, and use child and classroom data to inform PD.
Level 5	Level 5 programs use the appropriate ERS (for the age level) and the CLASS (with a required external evaluator rating of 6.0 on the ERS, and 5.0 on each of the CLASS domains); and must demonstrate fidelity of curriculum implementation through curriculum certification or other documents, show evidence that all state standards are met (for State Preschool) and meet Performance standards without deficiencies (Early Head Start and Head Start). Must also demonstrate positive child outcomes through performance-based or other assessments (as determined by the steering committee).

When programs have identified specific barriers to meeting the Tiered QRIS Standards through a self-assessment (and meeting standards at any level, e.g. B.A. attainment), they may request an exemption with an accompanied improvement plan to qualify for a rating. The Grow NJ Kids Coordinator and Advisory Council will consider the request. The Grow NJ Kids Coordinator and Advisory Council will narrowly define what qualifies as an exemption. Attachment 16, on Appendix pages 374-405 shows how Grow NJ Kids standards are clear, measurable, differentiated by level, and reflect a high expectation for quality.

### **B(1)(c) State Licensing System for Early Learning and Development**

Grow NJ Kids Level 1 requirements are directly aligned with the recently revised New Jersey Licensing Regulations (Manual of Requirements for Child Care Centers, N.J.A.C. 10:122) and DCF's registered family child care program requirements. Thus, for early learning programs to participate in Grow NJ Kids, they must comply with the licensing standards to be rated at Level 1. Programs in public schools that are license exempt must submit a copy of their approved plan to meet the more stringent requirements of NJ Administrative Code, 6A:13A, Elements of High Quality Preschool Programs (Attachment 7, on Appendix pages 79-80) and then can be rated at Level 1. The registered family child care programs have comparable requirements for their program type, which will serve as Level 1 of the Family Child Care version of Grow NJ Kids (pending).



**(B)(2) Promoting participation in the State’s Tiered Quality Rating and Improvement System. (15 points)**

The extent to which the State has maximized, or has a High-Quality Plan to maximize, program participation in the State’s Tiered Quality Rating and Improvement System by--

(a) Implementing effective policies and practices to reach the goal of having all publicly funded Early Learning and Development Programs participate in such a system, including programs in each of the following categories--

- (1) State-funded preschool programs;
  - (2) Early Head Start and Head Start programs;
  - (3) Early Learning and Development Programs funded under section 619 of Part B of IDEA and Part C of IDEA;
  - (4) Early Learning and Development Programs funded under Title I of ESEA;
- and

(5) Early Learning and Development Programs receiving funds from the State’s CCDF program;

(b) Implementing effective policies and practices designed to help more families afford high-quality child care and maintain the supply of high-quality child care in areas with high concentrations of Children with High Needs (e.g., maintaining or increasing subsidy reimbursement rates, taking actions to ensure affordable co-payments, providing incentives to high-quality providers to participate in the subsidy program); and

(c) Setting ambitious yet achievable targets for the numbers and percentages of Early Learning and Development Programs that will participate in the Tiered Quality Rating and Improvement System by type of Early Learning and Development Program (as listed in (B)(2)(a)(1) through (5) above).

**(B)(2) Promoting participation in the State’s Tiered Quality Rating and Improvement System**

New Jersey’s plan to maximize program participation in Grow NJ Kids during the grant period, will lay the foundation for ultimately achieving participation of all publicly funded programs within eight years of roll out. This plan specifically focuses on strategies to promote participation in Grow NJ Kids and providing high quality programs to high needs infants, young children and their families.

<b>STATE HIGH QUALITY PLAN</b>
<b>Promoting Participation in Grow NJ Kids – the state Tiered QRIS</b>
<b>Goal Statement</b>
New Jersey’s goal is to promote participation in Grow NJ Kids to elevate program quality early learning and development settings that serve high needs children and families; and create a system that provides families with access to affordable and high quality early learning and development programs.
<b>Desired Outcomes by 2018</b>

1) <u>Increase participation in Grow NJ Kids.</u> ✓ By the end of the grant period, Grow NJ Kids will reach close to 40% (72,716 children) of the estimated population of children with high needs birth to five. 2) <u>Promote family participation in high quality early learning and development programs.</u> ✓ Create and implement marketing plan to educate families and the community on Grow NJ Kids. ✓ Create and implement an incentive system for families to choose high quality programs. 3) <u>Encourage high quality early learning and development programs to serve children with high needs.</u> ✓ Create an incentive system to encourage programs in areas with high concentrations of high needs children to participate in Grow NJ Kids.		
Key Strategies	Timeline	Responsible Parties
<b>Increase Participation in Grow NJ Kids - Proposed Roll-Out</b>		
Invite selected programs from the 21 counties across the state to participate in Grow NJ Kids, based on the Grow NJ Kids Selection Criteria (Attachment 30) with the goal of enrolling 1,790 sites which serve 83,000 children.	6/2014	Grow NJ Kids Coordinator
<b>Promote Family Participation in High Quality Programs</b>		
Launch a marketing campaign based on strategies identified in the NJCYC's "More than Marketing: A New Jersey Study on Outreach to Underserved Populations, Ages Birth to Five" study.	6/2014	DHS, DOE, Grow NJ Kids Coordinator
Translate and disseminate marketing materials to families across the state in both print and media form and in multiple languages.	9/2014, monthly	Grow NJ Kids Coordinator
<b>Encourage High Quality Programs to Serve High Needs Children</b>		
Establish private/public partnerships to create a scholarship and capital improvement fund for Grow NJ Kids participants.	3/2014-12/2017	Program Improvement Committee
Create an incentive system for eligible providers, which includes enhancement funds, scholarships, and tiered reimbursement (tiered reimbursement pending review 12/2015 see below).	9/2014	Inter Department Planning Group
Use data from test drive to inform how best to restructure the tiered reimbursements for Grow NJ Kids	12/2014-12/2015	DHS

**(B)(2)(a) Publicly-funded ELD programs participate in a Tiered QRIS**

NJ will review policies and practices—those currently in place and those implemented through our high quality plan—to support our efforts to reach the goal of having all publicly funded<sup>20</sup> early learning and development programs participate in Grow NJ Kids. During the second year

<sup>20</sup> Publicly funded means programs that receive state and/or federal aid through Title 1, IDEA, Early Head Start, Head Start, State Preschool (former Abbotts and other school districts that receive state preschool aid), and Child Care subsidies.

of the grant, NJ will officially launch Grow NJ Kids with a full cohort of participating sites; and will continue the roll-out beyond 2018 until all publicly funded programs are participating in Grow NJ Kids.

The IPG will continue its role of overseeing the Grow NJ Kids test drive and ensuring the integrity of the implementation process. These state partners will continue to work closely to facilitate the participation of publicly-funded programs as part of the **NJ Plan**. As the lead agency for the RTT-ELC application, DOE has MOUs with all state departments providing services under contract to infants and young children with high needs. The MOUs outline each agency's mutually agreed upon role in the execution of Grow NJ Kids (see Attachments A-H, on Appendix pages 1-33).

NJ has set ambitious, yet achievable, targets for the numbers and percentages of early learning and development programs serving high needs children that will participate in Grow NJ Kids by type of program per year (See Table (B)(2)(c) – page 121). All program types will be included: 1) State-funded Preschool (Note: Title 1 funded programs are included in the state funded preschool programs), 2) Early Head Start and Head Start (federally funded and state/federally funded), 3) early learning and development programs funded under section 619 of Part B of IDEA serving children with disabilities, and 4) CCDF funded center-based and FCC programs.

NJ will use a set of criteria to inform the selection and participation of programs for each cohort. Each cohort will have an average of 434 programs (that serve an estimated 20,832 children). There will be four cohorts entering the system during the grant period (Attachment 29, Grow NJ Kids Roll Out Chart, on Appendix page 638,). The (B)(2)(c) Table on page – 121 summarize participation by type of program. The criteria will ensure that priority is given to sites based on: receipt of public funds to serve high needs infants and young children, concentration of high needs children in the county, participation in the Child and Adult Care Food Program, the extent to which the program enrolls English language learners, and infants and young children with disabilities; and counties heavily affected by Hurricane Sandy (Attachment 30, Grow NJ Kids Selection Criteria, on Appendix pages 639-641).



For State-Funded Preschool and other DOE-funded preschool programs, and EHS/HS programs, we will select 20% of these programs each year. For IDEA Part B, 619 programs (outside of the DOE-funded preschool programs) and Private Schools for the Disabled, we will select 10% each year. CCDF center-based sites will be selected at a rate of 5% per year. The number of family child care sites was selected based on the state's current capacity to provide technical assistance through the Child Care Resources and Referral Agencies (See Table (B)(2)(c) – pages 121).

NJ's success in implementing and supporting quality improvement in the state-funded preschools demonstrates to other early learning programs in NJ the benefits of receiving intensive quality improvement and technical support. Many of NJ's non-state funded preschools are eager to participate in Grow NJ Kids and have access to similar training and support. As a result, we anticipate having more applicants than available slots in each annual cohort for the Grow NJ Kids roll out.

**(B)(2)(b) Helping more families afford high quality child care and maintaining the supply.**

The high quality plan focuses on implementing effective policies and practices designed to help more families afford and participate in high-quality child care and maintain the supply of high quality childcare in areas with high concentrations of children with needs.

To promote family participation in affordable high quality programs, NJ will create a marketing plan (tailored for multiple languages) to educate families and communities about Grow NJ Kids. This statewide marketing campaign will be built upon the communications strategies that began for the Grow NJ Kids test-drive. The purpose will be to educate families and communities about the importance of high quality in early learning and development programs; and encourage families to choose participating sites. We will develop the marketing plan in collaboration with the County Councils for Young Children (CCYCs) (See Section (C)(4) – page 180). We will use strategies identified in the More than Marketing: A New Jersey Study on Outreach to Underserved Populations, Ages Birth to Five study and the Family Focus Groups study (Attachment 31, Appendix pages 642-645), both conducted by the NJCYC, to ensure that hard to reach populations receive this information. These strategies include:

- Using “trusted messengers,” parent volunteers, and cultural brokers from communities.

- Targeting mailings and local advertising in places frequented by the target population.
- Placing ads in newspapers, radio, internet, schools, grocery stores, health/social service agencies, child birth classes, hospitals, prenatal and pediatric provider offices/clinics.
- Going where the families go, e.g. churches, community centers, library.
- Creating an incentive system for parents in collaboration with County Councils.
- Using a toll free number in multiple languages for referrals.
- Providing in-person or telephone line translation services.

We will review the effectiveness of the marketing campaign and revise accordingly in collaboration with the CCYCs. IPG agencies and programs will disseminate promotional materials to families across in multiple languages (e.g. Spanish, Arabic and others) and each stakeholder in NJCYC will assist in widespread distribution.

New Jersey has a comprehensive system in place to help families afford and participate in high-quality child care. For example, Child Care Resource and Referral agencies help families apply for financial assistance, child care subsidies, provide information about the different types of early learning and development programs, and help families find a high quality early learning and development provider in their area. Both HS/EHS and the State Preschool Program have family support personnel hired specifically to ensure that families are connected to the programs and services for which they are eligible. Over the next four years and beyond, these entities will play an increasing role in helping families and providers understand and access the components and benefits of Grow NJ Kids.

**(B)(2)(c) Ambitious Yet Achievable Targets for Participation in the Tiered QRIS**

New Jersey gave careful consideration to feedback from RTT-ELC Round 1 and 2 states when determining the number of programs we plan to reach during the grant period, to ensure that our estimates are achievable, but still ambitious. At recent national meetings, current RTT-ELC states reported difficulty in meeting targets for both program and parent participation. In response to this information and to reviewer comments from New Jersey's 2011 application, New Jersey chose realistic targets for the numbers and percentages of early learning and

development programs that will participate in Grow NJ Kids by program type (See Table B(2)(c)). New Jersey's projections for achieving its goal are:

<b><u>Total Sites, Children and Classrooms Participating in Grow NJ Kids<sup>21</sup></u></b>				
<b><u>by the End of the Grant Period</u></b>				
<b>Program setting*</b>	<b>Sites</b>	<b>Children</b>	<b>Classrooms</b>	<b>% of sites</b>
CCDF Family child care**	180	720	180	8.6%
CCDF Center-Based Programs**	494	25,688	1,976	21.1%
State Preschool Program***	489	25,428	1,956	81.9%
Other DOE Funded Preschool Programs***	152	9,728	608	76.8%
Head Start and Early Head Start (outside the State Preschool Program)	125	6,000	500	83.3%
Districts serving children through IDEA Part B, 619	140	4,480	560	40.0%
Other Licensed Center-Based and Family Child Care Programs (volunteer, not necessarily high needs)	189	10,584	756	8.4%
Private Schools for the Disabled	21	672	84	38.2%
<b>TOTAL</b>	<b>1,790</b>	<b>83,300</b>	<b>6,620</b>	<b>22.2%</b>

\* IDEA Part C programs are not center-based in New Jersey. Part C Practitioners travel to work with eligible children and families in the home and/or at their center-based care location. Part C programs do not exist to include in this table, however, Part C practitioners will be included in Grow NJ Kids trainings. Also, all early learning programs funded under Title I of ESEA are counted within the State Preschool Program districts.

\*\*Numbers for CCDF center-based and Family Child Care settings include children served in those settings who are not funded through CCDF, and are not considered "high needs".

\*\*\*Numbers for these programs also include special education programs and related services to children with disabilities funded through IDEA Part B and 619 funds and special education state funds. To prevent duplication, these programs are not included in the count of IDEA Part B, 619 programs.

New Jersey plans to achieve its goal through implementation of its Plan as described in all of Section B and through the Grow NJ roll-out further described in (B)(1) and Attachment 29, Grow NJ Kids rollout plan.

<sup>21</sup> This table shows all children who will benefit from Grow NJ Kids, including those who are served in programs with high needs children, but who may not be high needs themselves.

	<b>Summary of Roll-Out for Grant Period</b>
2013-14	<u>Currently</u> , New Jersey is completing the test drive of Grow NJ Kids for center and school based programs (56 sites); revising and finalizing Grow NJ Kids for center and school based programs based on the test drive findings; developing Grow NJ Kids for family child care, and further preparing for the rollout.
Year 1	This work will continue into the <u>first year</u> of the grant period. Later in the <u>first year</u> of the grant period, New Jersey will begin the rollout for center and school based programs with the first cohort of 387 sites; test drive Grow NJ Kids for family child care (30 sites); and revise and finalize Grow NJ Kids for family child care based on the test drive findings.
Year 2	The <u>second year</u> of the grant, the rollout will continue with the next cohort of center and school based programs, (389 sites) and the first cohort of family child care (50 sites).
Year 3 & Year 4	The <u>third and fourth years</u> of the grant will each include another 389 center and school based programs and 50 family child care programs.

### **Performance Targets**

There are 5,792 total estimated mixed delivery (center & school based and family child care) programs serving children with high needs statewide. As demonstrated in the rollout, Grow NJ Kids will achieve 27.6% participation of mixed delivery programs serving children with high needs statewide, which means 1,601 sites by the end of the grant period. There are an estimated total of 185,688 children with high needs statewide. **Grow NJ Kids will be launched in the first year of the grant. By the end of the grant period, Grow NJ Kids will reach nearly 40% (72,716 children) of the estimated population of children with high needs birth to five.** Year 1 cohort will include 417 programs and Years 2-4 cohorts will include 439 programs, per year. We will continue the rollout to increase participation post grant period until all publicly funded programs are participating in Grow NJ Kids and all children with high needs are in programs participating in Grow NJ Kids.

<b>Performance Measures for (B)(2)(c): Increasing the number and percentage of Early Learning and Development Programs participating in the statewide Tiered Quality Rating and Improvement System</b>											
<b>Type of Early Learning and Development Program in the State</b>	<b>Number of programs in the State</b>	Baseline and Annual Targets -- Number and percentage of Early Learning and Development Programs in the Tiered Quality Rating and Improvement System									
		<b>Baseline (Today)</b>		<b>Target-end of calendar year 2014</b>		<b>Target - end of calendar year 2015</b>		<b>Target-end of calendar year 2016</b>		<b>Target- end of calendar year 2017</b>	
		<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
State-funded preschool (former Abbott)*	597	13	2.2	132	22.1	251	42.0	370	62.0	489	81.9
Other DOE State-Funded Preschool Programs (non-Abbott)*	198	0	0.0	38	19.2	76	38.4	114	57.6	152	76.8
Early Head Start and Head Start <sup>22</sup>	150	5	3.3	35	23.3	65	43.3	95	63.3	125	83.3
Programs funded by IDEA, Part B, section 619	350	0	0.0	35	10.0	70	20.0	105	30.0	140	40.0
Programs receiving from CCDF funds	2,342	26	1.1	143	6.1	260	11.1	377	16.1	494	21.1
Private Schools for the Disabled	55	1	1.8	6	10.9	11	20.0	16	29.1	21	38.2
Other: Family Child Care Centers receiving CCDF funds	2,100	0	0.0	30	1.4	80	3.8	130	6.2	180	8.6
Other: Licensed center and family child care sites not necessarily serving high needs children	2,258	11	0.5	54	2.4	99	4.4	144	6.4	189	8.4
<p>* Numbers for these programs also include special education programs and related services to children with disabilities funded through IDEA Part B and 619 funds and special education state funds. To prevent duplication, these sites are not included in the count of IDEA Part B programs.</p> <p>IDEA Part C Early Intervention Programs (EIP) are not included above because NJ does not provide Part C center-based specific settings. NJ early intervention services for eligible children and families <i>are provided in "natural environments including home and community settings.</i> However, Part C provider agencies and practitioners will receive training on Grow NJ Kids and the Birth to Three Standards.</p> <p>All early learning programs funded by Title I of ESEA are included within the State Preschool Program. <i>Baseline data are estimated based on the state's current Grow NJ Kids pilot program.</i></p>											

<sup>22</sup> Including Migrant and Tribal Head Start located in the State.

**(B)(3) Rating and monitoring Early Learning and Development Programs. (15 points)**

The extent to which the State and its Participating State Agencies have developed and implemented, or have a High-Quality Plan to develop and implement, a system for rating and monitoring the quality of Early Learning and Development Programs participating in the Tiered Quality Rating and Improvement System by—

(a) Using a valid and reliable tool for monitoring such programs, having trained monitors whose ratings have an acceptable level of inter-rater reliability, and monitoring and rating the Early Learning and Development Programs with appropriate frequency; and

(b) Providing quality rating and licensing information to parents with children enrolled in Early Learning and Development Programs (e.g., displaying quality rating information at the program site) and making program quality rating data, information, and licensing history (including any health and safety violations) publicly available in formats that are written in plain language, and are easy to understand and use for decision making by families selecting Early Learning and Development Programs and families whose children are enrolled in such programs.

**(B)(3) Rating and monitoring**

Essential to the process of elevating quality, is a rigorous rating and monitoring system, which not only reflects a robust set of measures for validity and reliability, but also provides parents and families with accessible, transparent quality rating information. During the grant, NJ is allocating over \$2 million in grant funding toward implementation of the rating system. NJ's plan for post-grant funding is to partner across key initiatives and reallocate a portion of current funds (e.g. DECE, IDEA, CCDF, HS/EHS, etc.) to support the rating and monitoring process.

**STATE HIGH QUALITY PLAN****Rating and Monitoring Early Learning Development Programs – the State Tiered QRIS****Goal Statement**

New Jersey's goal is to:

- 1) Develop and implement a reliable and valid system to rate and monitor programs participating in Grow NJ Kids.
- 2) Use valid and reliable tools for monitoring the programs.
- 3) Create a pool of trained monitors (also known as raters) with high levels of inter-rater reliability.
- 4) Create an online family friendly portal to ensure that families have access to rating and licensing information.
- 5) Launch a comprehensive communication and engagement campaign to help empower families become empowered by Grow NJ Kids and make better early learning and development choices for their children.

<b>Desired Outcomes by 2018</b>		
<ul style="list-style-type: none"> <li>✓ Worked with a university to create the initial rating and validation processes for the Grow NJ Kids Test Drive.</li> <li>✓ Established the Early Learning Improvement Consortium, made up of public colleges and universities to refine the rating processes and to conduct the ratings.</li> <li>✓ Completed the online family portal section of Grow NJ Kids.</li> <li>✓ Created and implemented an aggressive marketing campaign to publicize Grow NJ Kids information targeted to families of high needs children as they are entering the system of early education and care.</li> </ul>		
<b>Key Strategies</b>	<b>Timeline</b>	<b>Responsible Parties</b>
Establish a Memorandum of Understanding with a state university to create the initial rating and validation processes for the Grow NJ Kids test drive that includes: reliability procedures, protocol for administration, ratings checklist update, and a test of the rating process in the test drive.	3/2014-5/2015	DOE
Conduct an RFP to expand the Early Learning Improvement Consortium (ELIC), made up of at least three public colleges and universities to refine the rating processes and to begin conducting the ratings.	6/2015 - ongoing	DOE
Develop the Grow NJ Kids Family Portal. (All supporting agencies' websites will have Grow NJ Kids/Family Portal link.)	9/2015-2/2016	IPG
Conduct an aggressive marketing campaign to publicize information about Grow NJ Kids targeted to families of high needs children both as they enter the system	3/2016	DHS, DCF, DOE, Tiered QRIS Coordinator

**(B)(3)(a) Using a Valid and Reliable Process for Monitoring and Rating**

New Jersey has a high quality plan that ensures the use of a valid and reliable tool for monitoring programs, prepares raters for acceptable inter-rater reliability, and monitors participating early learning development programs with appropriate frequency.

**Expanding the Early Learning Improvement Consortium:** DECE has a long history of partnering with NJ's institutes of higher education (IHEs) to draw upon their research, innovation, and expertise. In particular, since 2002 we have partnered with our IHEs by forming the Early Learning Improvement Consortium (ELIC), comprised of early childhood education faculty from NJ's public colleges and universities, to measure and assess program quality and

child outcomes in the State Preschool Program. By Fall 2015, NJ plans to repurpose and expand the ELIC to include at least IHE partners, which will refine and finalize the rating process and conduct ratings (Attachment 20, IHE Letters of Intent/Scopes of Work, on Appendix pages 452-493). [Note: NJ's high quality plan calls for the rating function to be separate from training; therefore, these three public colleges/universities will differ from the Training Academy lead.]

By March 2014, DOE will issue an RFP for state universities and colleges with early childhood education programs to establish MOUs for ELIC. Specifically, ELIC will finalize the protocol for reviewing electronic submissions, conducting structured observations that include reliability procedures, and using the Grow NJ Kids Rating Checklist (Attachment 32, on Appendix pages 646-667). ELIC will train 45 raters<sup>23</sup> (15 at 3 different locations) to use the appropriate valid and reliable tool for monitoring programs. ELIC will use an agreed upon inter-rater reliability protocol to train raters to reliably administer the ECERS-R, ITERS-R, FCCERS, CLASS, and a Grow NJ Kids tool rating checklist. By December 2015, ELIC ratings will be conducted based on the rating cycle below. ELIC will enter rating recommendations in the Grow NJ Kids system within NJ's early childhood workforce registry; and notify the Grow NJ Kids Advisory Committee for final approval. The official rating will come from the State of NJ. This capacity building process will gradually increase the pool of trained and reliable raters to 45 at full implementation by Year 4 of the grant period.

**Training and process to develop and maintain inter-rater reliability:** Grow NJ Kids will include a robust process for establishing and maintaining an inter-rater reliability level of at least 85%. DOE plans to establish a MOU with a NJ state college/university to create the initial rating and validation processes for the Grow NJ Kids Test Drive. The creation of the process includes:

- Reliability procedures for ITERS-R, ECERS-R, CLASS (for infants/toddlers/preschool), and FCCERS that includes at least three on-site reliability visits with reliable raters.
- Protocol for administration in 50% of rooms at each site, in each age group, as appropriate.
- Necessary modifications to the Grow NJ Kids Rating Checklist.

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<sup>23</sup> The number of raters to be trained by the end of the grant period is based on an assessment of the number of classrooms to be visited per year of the roll out and number of times raters will observe.



- A test of the rating process in the 56 test drive sites starting in Spring 2014, and continuing through the 2014-15 school year.

Once the initial rating and validation processes are finalized and test driven, ELIC will implement the following Grow NJ Kids policies and practices to reinforce 85% inter-rater reliability:

- ELIC will identify Anchor Raters, who will be selected on the basis of their experience with and mastery of the program standards and rating tools, including being trained to reliability on each of the structured observation instruments.
- New raters begin with a process of guided practice, which includes lessons on developmentally appropriate practices, reviews of completed assessments, and simulated ratings using video clips of real situations.
- New raters must complete at least three “reliability visits,” in which both they and an Anchor Rater complete a full assessment. Over the course of the three visits, the new monitor takes on increasing responsibility for facilitating the visit (e.g. by the third visit, the new rater conducts the interview).
- After each reliability visit, new monitors debrief and review scoring with the Anchor Rater.
- New raters must complete at least three visits in which their assessment scores at greater than 85% reliability with the Anchor Rater.
- All raters – including Anchors – are monitored for reliability over time to prevent deviation. Each monitor undergoes a reliability check on an annual basis, and any scores lower than 85% require additional practice assessments before returning to the field.

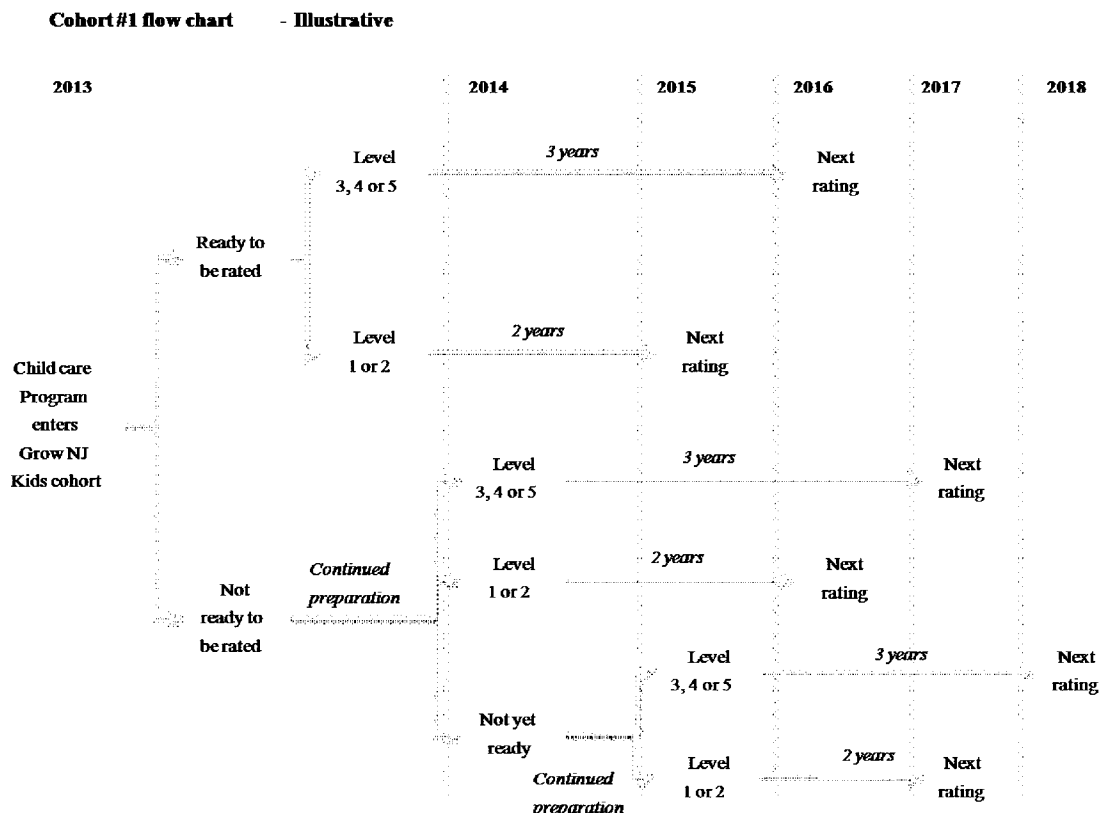
**Measuring classroom/group environment:** Level 1 requirements for Grow NJ Kids participants consists of: a valid license (or valid DOE license exemption); or verification of DCF’s registered FCCP requirements); document submission; and registration in the workforce registry. Each Grow NJ Kids participant remains at Level 1 until all of the Level 2 self-assessment components are complete, including the successful submission of an improvement plan. Our proposed automated system will enable early learning programs to receive real-time feedback immediately upon submitting their self-assessment online (i.e. to move to the next level you must meet X standards). All programs must complete the appropriate Environmental Rating Scales tool and

CLASS evaluations for each classroom/group setting, and demonstrate that the target score is met, before requesting the rating for Level 3, 4, and 5. Once the request is made, an external rater verifies the Level request by completing the appropriate ERS (ITERS-R, ECERS-R, FCCERS) and the CLASS on 50% of the classrooms and by checking documentation.

**Measuring process and structural quality indicators:** In addition to rigorous rating standards for on-site program observations using the ERS and CLASS, Grow NJ Kids will also implement high standards for reliability and verification of the entire set of standards outlined in this section, which are not already covered by these structured observation instruments. At Level 3, 4, and, 5, additional measures are built in to ensure that practices are appropriate for the particular needs of infants, young children and their families, e.g. to examine and promote high quality program administration practices (Program Administration Scale), family engagement (SF Self-Assessment) and social-emotional learning (Pyramid Model Assessment Protocol).

**Rating Cycle:** Upon entering the Grow NJ Kids system, a program may choose to be assigned a rating of Level 1 (valid license or license exempt) or Level 2 (submission of self-assessment). Grow NJ Kids sites with Level 1 or 2 designations do not require validation by an outside rater. In Grow NJ Kids, on-site ratings from an external agency are required at the top three tiers—Levels 3, 4, and 5. Once assigned to Level 3 or above, programs must be re-rated a minimum of once every three years. The rating assessment will be free of charge; however assessments will be limited to one free assessment per year. See the Grow NJ Kids Flowchart below.

The Grow NJ Kids Coordinator will manage the submission of applications and assessment requests. The site will be assigned a rater within three weeks of the request; and the rater will complete the initial visit within two weeks. An extensive rating assessment visit is required for the rater to draw valid conclusions about program quality and justify the assigned rating. Raters interview the lead staff for the classroom or group being considered. The appropriate observation instruments are administered in each classroom, home, or group setting for at least three hours using the corresponding ERS scale and CLASS (which will require a second visit). The raters will randomly select one-half of each age group (infants-toddler, preschool, school age) for the assessment. An average score for each site will then be derived from the aggregate scores. They



will also review all documentation using the Grow NJ Kids Rating Checklist; and verify the inter-rater reliability on the assessment of documents. This checklist will validate, through documentation, observation, and interview, which indicators on the QRIS have been met. ELIC will submit recommendations to the Grow NJ Kids Advisory Committee and the official rating will come from the State of NJ.

### **(B)(3)(b) Providing Quality Rating and Licensing Information to Parents**

New Jersey will use a multi-pronged approach to provide parents, families and communities with family-friendly information and education about the Grow NJ Kids Tiered QRIS. Key strategies will empower families to make informed decisions when choosing programs. [See the Family Engagement sections (B)(2)(b) – page 117; and (C)(4) – page 180) for integrated family outreach and communications strategies.] Grow NJ Kids core messages about high quality and QRIS will include: how to recognize quality child care, how to ask for and expect quality in child care, understanding the Grow NJ Kids quality rating system, learning about the types of programs/services available to families, availability and cost of child care, and more.

As an effective statewide Tiered QRIS, Grow NJ Kids will create impact not just through interactions with providers, but also by directly engaging with parents and families. Grow NJ Kids plays two critical roles in the New Jersey's strategy for family engagement: first, to educate, by communicating clear standards for early learning and development, to help families raise their expectations for the programs serving their children; and second, to empower, by providing transparent, reliable and easily accessible information about quality which helps prepare families to make quality decisions.

New Jersey has an ambitious plan for getting program quality data into the hands of families. Our focus is to 1) make data available through as many channels as possible, e.g. person-to-person, print/electronic media, and internet online access; and 2) build upon existing points of contact with families, e.g. health clinics, home visiting programs, community outreach and family service workers.

The Grow NJ Kids' Family Portal will provide an online platform for parent/family access from home or other convenient locations, e.g. the local library or local CCR&R. New Jersey plans to complete the Grow NJ Kids Family Portal development by February 2016. The Grow NJ Kids website design will centralize all Tiered QRIS related information from all state agencies. It will feature links to state agencies, including child care licensing and family child care registration information. An online Grow NJ Kids Family Portal will allow parents to search for programs and services by fields such as assigned level, zip code, type of program, or age groups served. The information will be available in a user-friendly format developed with input from parents/families at the local level, e.g. County Councils for Young Children, Family Success centers, etc. Available information will include the following:

- Prioritized referral to rated sites – after capacity is gained the highest level programs will be placed at the top of the list.
- Program profile that includes information that is included in the program (size of site, ages of children served, curriculum, teacher credentials, etc.).
- Licensing status of center-based programs.
- Registered or approved family child care providers and related health/safety information.
- Quality ratings for the program site and descriptions of what the ratings mean.

- Printable flyers and videos that describe Grow NJ Kids.
- Language translations of the website into multiple languages

[Note: The Family Portal will not include the test drive rating information since the purpose of the test-drive is to refine the system.]

With the test-drive underway, the timing is ideal for NJ to begin an aggressive public awareness and communications marketing campaign to publicize information about Grow NJ Kids. This campaign will be targeted to families of high needs children that may be interested in enrolling an early learning and development program; as well as families that are already participating in services. DHS will lead the campaign and ensure that marketing materials and strategies are designed to reach diverse and hard to reach populations. Building the capacity to provide this level of communication and engagement through existing agency structures will take time and resources to develop. Families need a greater level of baseline awareness of program quality issues generally, and Grow NJ Kids ratings specifically, to be able to make the best use of the information when available.

We have developed a comprehensive list of initial entry points for early learning and development resources that will support our approach to communication and engagement around program quality. Starting March 2016, we will set up a system to make information about Grow NJ Kids (and ultimately ratings) accessible to families through the following first points of entry:

- 1) Signing up for child care subsidies
- 2) Enrolling in evidence-based home visiting programs
- 3) Enrolling in the DOE-funded state preschool programs
- 4) Registering in Early Head Start and Head Start programs
- 5) Using the Central Intake Hubs to access health and family support services
- 6) Enrolling in IDEA Part B and IDEA Part C services for infants, toddlers, and preschoolers with special needs.

NJ will contract with a marketing firm to help execute a statewide campaign and create the necessary materials (as described in (B)(2) – page 114). This campaign will include:

- Conversations with families in community settings (e.g. libraries, community centers) and high need neighborhoods to discuss families' general expectations for quality child care and specific choices that they can make to access the highest quality care for their children.
- Developing standard mailings to go out to all families in targeted high need neighborhoods.
- Distributing information and getting feedback from families through family-focused organizations and councils (e.g. Statewide Parent Advocacy Network, Family Success Centers, and local family-led Councils for Young Children).
- Collaboration with private community partners such as The Nicholson Foundation, The Schumann Fund for New Jersey, the United Way, and others who can help promote events, raise awareness, and reinforce messages. (See Section (B)(2) and Priority #6 for further details on public/private partnerships and potential financial support of Grow NJ Kids).
- Deliver targeted public service announcements, social media outreach, and other media coverage.
- Providing programs with materials to market their quality level such as logos, and talking points and templates for banners and signs.

**(B)(4) Promoting access to high-quality Early Learning and Development Programs for Children with High Needs. (20 points)**

The extent to which the State and its Participating State Agencies have developed and implemented, or have a High-Quality Plan to develop and implement, a system for improving the quality of the Early Learning and Development Programs participating in the Tiered Quality Rating and Improvement System by--

(a) Developing and implementing policies and practices that provide support and incentives for Early Learning and Development Programs to continuously improve (e.g., through training, technical assistance, financial rewards or incentives, higher subsidy reimbursement rates, compensation);

(b) Providing supports to help working families who have Children with High Needs access high-quality Early Learning and Development Programs that meet those needs (e.g., providing full-day, full-year programs; transportation; meals; family support services); and

(c) Setting ambitious yet achievable targets for increasing--

(1) The number of Early Learning and Development Programs in the top tiers of the Tiered Quality Rating and Improvement System; and

(2) The number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the Tiered Quality Rating and Improvement System.

**(B)(4) Promoting Access to High Quality ELD Programs for Children with High Needs**

NJ's investments in a Tiered QRIS will only be effective if we can engage programs to participate, so that families have access to high quality services. To successfully meet this goal, the **NJ Plan** outlines ambitious yet achievable strategies in three critical areas: 1) significantly increasing program participation in the Tiered QRIS (addressed in Section (B)(2) – page 114); 2) increasing families' understanding of program quality and the availability of high quality options (addressed in Section (B)(3) – page 122); and 3) increasing access to high quality programs, which is discussed in this section (below). Over the four-year grant period, Grow NJ Kids will result in improved access to quality services for children with high needs and their families.

<b>STATE HIGH QUALITY PLAN</b>
<b>Promoting Access to High Quality Early Learning Programs – the State Tiered QRIS</b>
<b>Goal Statement</b>
New Jersey's goal is to maximize the number of children, especially children with high needs, who are enrolled in a high-quality early learning and development program by providing support to programs for continual improvement and to work with families. Over the four year grant period, New Jersey's plan will result in 72,716 children with high needs in programs participating in Grow NJ Kids with half of them (40,412) in high quality rating levels. In addition, 10,584 non-high need children will participate.

<b>Desired Outcomes by 2018</b>		
<ul style="list-style-type: none"> <li>✓ One Training Academy with three regional locations (Early Learning &amp; Development Training Academy) to provide systematic and consistent, training and support to the coaches and technical assistance staff who will assist the early learning and development programs as they implement Grow NJ Kids.</li> <li>✓ A coordinated and aligned technical assistance infrastructure across all early learning and development settings built upon the existing system.</li> <li>✓ Expanded and intensified technical assistance model that focuses on serving high need programs.</li> <li>✓ A sustainable incentive system, that supports and provides encouragement to programs to continuously improve.</li> <li>✓ A system of supports to help working families with children with high needs.</li> </ul>		
<b>Key Strategies</b>	<b>Timeline</b>	<b>Responsible Parties</b>
<b>Develop one Training Academy with three regional locations - Early Learning &amp; Development Training Academy.</b>		
Develop MOUs with a public NJ Institute of Higher Education (IHE) to establish one Training Academy with three regional locations (North, Central and South).	Begin 3/2014	DOE
Create a cadre of certified trainers at the Training Academy	9/2014	Training Academy
Aggregate and analyze data from the Grow NJ Kids test drive to help determine training needs (demand side).	11/2014	IPG; Grow NJ Kids Coordinator
Conduct a crosswalk between training contracts across departments to further identify training services (supply side).	3/2014	IPG
Create a Training Academy sustainability plan to maintain funding beyond the grant, in collaboration with NJ state agencies.	1/2015	NJCYC
<b>Coordinated technical assistance infrastructure that operates cross-sector and cross-county.</b>		
Expand the role and composition of the Workforce Committee of the NJCYC to serve as an advisory body to the Training Academy.	9/2014	NJCYC
Conduct "Training of Trainers" (TOT) for Quality Improvement Specialists to support implementation of the Grow NJ Kids standards	10/2014	Training Academy
Create modules based on an established sequence of training sessions to offer Grow NJ Kids programs.	9/2014	Training Academy
Redirect funding to streamline and coordinate professional development and technical assistance across funding streams.	8/2014	IPG
<b>Expanded and intensified technical assistance model that focuses on serving high need programs.</b>		
Conduct monthly meetings with administrators/directors of target programs in Grow NJ Kids.	9/2014	Grow NJ Kids Coord. and QIS
Analyze and aggregate results of self-study for each program to determine regional and onsite professional development needs.	10/2014	Grow NJ Kids Coord. and Training Academy



Conduct monthly meetings with Quality Improvement Specialists and Academy staff for ongoing TOT.	10/2014	Grow NJ Kids and Training Academy
<b>Develop a sustainable incentive system.</b>		
Develop clear messaging regarding the incentives for programs participating in Grow NJ Kids.	1/2015	IPG
Provide programs with quality enhancement funds as incentive to increase their level of quality.	9/2014	DHS, Workforce Registry
Provide scholarships to support practitioners and directors in obtaining a higher level of education and/or certification.	9/2014	DHS, Workforce Registry
Use data from the Grow NJ Kids test drive to inform future tiered reimbursements.	9/2014	IPG, DHS
Create a sustainability plan to maintain incentive funding beyond the grant, in collaboration with NJ State Departments and public private partnerships.	1/2015	NJCYC, Inter. Planning Group
<b>Further develop a system of supports to help working families.</b>		
Expand Central Intake Hubs (See Section (C)(3))	Ongoing	DCF
Provide grant funds to existing programs serving families to establish a local parent-led County Council for Young Children in each county.	2014 - 2018	DCF
Expand programs' proficiency and use of Strengthening Families Framework through Grow NJ Kids and professional development training.	9/2014 - ongoing	DCF, DHS
Implement marketing campaign (tailored for multiple home languages) to educate families and the community on Grow NJ Kids etc.	6/2014	DHS, DOE, Tiered QRIS Coordinator

#### **B(4)(a) Support and Incentives for ELD Programs to Continuously Improve**

During the first year of the grant, the **NJ Plan** calls for IPG state partners to begin building a coordinated and comprehensive system for training, technical assistance and professional development to form the basis of a strong high quality early care and education system. NJ's high quality plan is grounded in the principles of implementation science; and the strategic application of resources for training, targeted technical assistance (TA), coaching and mentoring, and other incentives. The IPG and other early learning and development partners will work together to improve coordination and efficiency, ensure a consistent approach across program sectors, minimize duplication of efforts, and create a long-term cost-sharing sustainability plan.

To close the achievement gap for children with high needs, NJ must begin to close the gap in resources for provider training and support. About 70,000 children receive child care services annually with CCDF funds yet the programs serving these children do not have the resources and

supports available to the State Preschool and HS/EHS Programs. Recognizing this disparity, RTT-ELC funding will provide NJ with an opportunity to redesign the delivery, coordination, and integration of early childhood training and support. Programs participating in Grow NJ Kids will receive training, technical assistance, mentoring, coaching, scholarships, enhancement grants, and professional development supports to assist them in their ongoing quality improvement efforts. With this in mind, NJ plans to 1) develop an Early Learning Training Academy with three regional locations to become “hubs”<sup>24</sup> of quality guidance and content expertise through comprehensive, evidence-based training; 2) develop a coordinated TA infrastructure across the state’s early learning and development settings, 3) expand and intensify the existing TA model that serves high need programs to build the coaching/mentoring component; and 4) establish an adequate incentive system to encourage programs to progress in quality.

**The NJ Early Learning and Development Training Academy:** The NJ Training Academy will have three regional locations (North, Central, and South) and will provide targeted training opportunities that reflect the components of Grow NJ Kids. One region will be selected as the “lead” region and will house the Training Academy Leader. Through a “Training of Trainers” (TOT) model (and eventually some direct training offerings), the Academy will build the content expertise of the early learning workforce. By March 2014, DOE, in partnership with the IPG, will issue a RFP to NJ public institutes of higher education (IHEs). Preference will be given to IHEs with programs in social work, health, early childhood education, infants and young children with disabilities, English language learners, and leadership.

From September 2014 until June 2015, the Training Academy will set up a **cadre of certified/endorsed trainers** by requiring three staff members from each regional location to complete training programs (or select already endorsed or certified trainers) in CLASS, Creative Curriculum, HighScope, Strengthening Families, Pyramid Model, Environmental Rating Scales, NJ Infant/Early Childhood Mental Health Endorsement, Ages & Stages Questionnaire, Early Screening Inventory-Revised, and the Program Administrator’s Scale. Also, Academy trainers

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<sup>24</sup>The regional locations will be accessible to programs in communities with high levels of children with high needs.

will be equipped to train in the NJ Birth to Three Early Learning Standards, the Preschool Teaching and Learning Standards, coaching and mentoring strategies, and the reflective cycle.

Once the Academy has its cadre of certified trainers, the Academy will begin to build the capacity of in-state trainers by focusing on targeted professional development training for the **Quality Improvement (QI) Specialist** that are already part of our professional development and technical assistance structure. The QI Specialists, which include 21 CCR&R staff, 35 State Preschool Program coaches, 15 Head Start Education coordinators, 4 DECE staff and 3 Learning Resource Center Preschool Consultants, and will be directly working with participating Grow NJ Kids programs (including at program sites). The Academy trainers will equip the QI Specialists with the content expertise and tools they need to assist participating programs in all areas contained in the Grow NJ Kids standards. The Academy will train QI Specialists on concepts and strategies that may include coaching, consultation, mentoring or intervention according to the specific needs and desired outcomes of each target program as outlined in their improvement plans. In accordance with a program's training needs, the QI Specialists will provide provider staff with professional development. Over the period of the grant, the QI Specialists will train 4,017 early childhood educators in Year 1 (including current test drive programs), and over 3,500 in each of the subsequent years of the grant for a total of 14,670.

Each of the Academy's three regional locations will have three full time staff (1 Training Support Coordinator, 1 Early Childhood Health Instructor, 1 Disabilities Coach/Trainer), who under the direction of the Academy Leader, will hire per diem consultants with the necessary areas of expertise (up to four Full Time Equivalents in each region). The Academy will also provide direct trainings to the early care and education community at large. It will provide basic trainings for local Directors, Teachers, Health Coordinators, Early Intervention Practitioners, Home Visitors, Family Child Care Providers and Family Workers. The Academy connection with IHEs and using endorsed/certified trainers will build NJ's capacity to meet the needs of our early childhood workforce over the long-term. The Workforce Registry will track all professional development and embedded supports provided by the Training Academy.

The Training Academy and TOT model specifically support programs in communities with high concentration of children with high needs because not only will its regional locations be accessible to the providers, but also through the TOT model, QI Specialists will provide face-to-face support at the program site. This reduces barriers for staff that may be unable to leave a program site to attend trainings. Professional development will be provided without charge.

In order to adequately assess the number of trainings to offer and the areas of focus, the IPG, including the Grow NJ Kids Coordinator, will aggregate and analyze data from the Grow NJ Kids test drive to determine program and QI Specialists' training needs by November 2014. Additionally, we will conduct a crosswalk between existing training contracts across departments to further identify the training services already being offered and reorganize the current professional development system so that it fits within the Academy structure. The Academy Leader will serve on the IPG and will attend monthly meetings to discuss progress. The state agencies will collaborate through the IPG to not only leverage and coordinate current training contracts but also draft a sustainability plan to maintain the Academy beyond the grant.

The Training Academy will develop modules for QIS personnel to use when providing local training to participating programs including but not limited to the following trainings:	
CLASS	Child Development and Pedagogy
ITERS-R	Nutrition
ECERS-R	Child Health and Safety
PAS	Emergency Preparedness
Strengthening Families	Ages and Stages (SE) and (Early Screening Inventory-Revised)
Creative Curriculum and High Scope	Supporting English language learners (infants, toddlers, and preschoolers)
Family Development Credential	Child Development Associate
Infant Mental Health	Supporting special needs (infants, toddlers and preschoolers)
Infant/Toddler Standards	
Preschool Standards	
Licensing Standards	

**A coordinated technical assistance infrastructure:** A coordinated TA infrastructure that operates cross-sector and cross-county will use braided funding to provide services across federal and state funding streams. Today, although TA resources are available across a range of institutions and programs, these resources are governed by different entities that too often do not work together to deliver the highest impact support. NJ proposes to address this as follows:

- The Workforce Committee of the NJCYC will be expanded to include professional development and IHE representatives, the Academy Leader, and the Grow NJ Kids Coordinator to serve as an advisory body to the Academy. Responsibilities of the Grow NJ Kids Advisory Committee will include monitoring and coordinating TA resources, and exploring opportunities to consolidate TA initiatives to increase effectiveness and impact on children with high needs across sectors. The advisory group will facilitate discussions to ensure that the true needs of the field are being addressed by the Academy and QI Specialists.
- Support the Academy's three regional locations to reinforce the cross-sector nature of technical assistance in the new model for QI Specialists.

### **Expand and intensify the TA model to focus on serving clusters of high-need programs.**

The Grow NJ Kids support network, builds off of ongoing TA that is already showing strong results in NJ's early learning and development system. It provides opportunities for more coordinated high quality and accessible trainings across all settings, including those who may not be currently participating in Grow NJ Kids. Grow NJ Kids support network has several critical elements, all based in research, that make it especially effective in building the capacity of the most vulnerable programs:

- **Monthly Check-ins** – Administrators of the participating early learning programs meet monthly with the assigned team of Grow NJ Kids QI Specialists and the Grow NJ Kids Coordinator to provide a forum for directors to network, problem-solve, share reports of success relative to their QI efforts, and receive educational information and resources. This community of practice approach is the cornerstone of the TA model and is based on research documenting the efficacy of community of practice interventions within a variety of educational settings (Buysse, V., Sparkman, K., & Wesley, P. (2003); Vescio, V., Ross, D., & Adams, A. (2008)).
- **Intensive Technical Assistance at the Site Level** – All programs in the Grow NJ Kids cohorts receive intensive, weekly TA at the site. The QI Specialists employ a wide range of coaching and mentoring strategies to support sites in their cohort. This TA is focused on the results of the self-assessment completed as part of the Grow NJ Kids process; and

is co-constructed with the input of the director/administrator and the QI Specialist into one of the following **types** (examples below include but are not limited to the following):

**Type I:** Immediate intervention – delivered based on the purpose of providing information/support to address an identified area of interest or concern that may be of a crisis in nature.

Licensing deficiency (ratio, staff schedules, staff issues, health/safety).
Nutrition issues.
Establishing business practices and operations (creating a parent handbook, setting up a schedule of regular parent meetings, human resources forms).

**Type II:** Assisted support – delivered based on formal assessment results targeting specific key areas that address classroom quality issues.

Using the ERS to make improvements.
Curriculum implementation issues in individual classrooms.
Offer guidance on specific early learning standards, screening trends, etc.

**Type III:** Scaffolded support – delivered to programs to help prepare them for the next level.

Aligning early learning standards to classroom lesson plans.
Inclusion strategies.
Analyzing assessment data across the program.

QI Specialists will scaffold their TA strategies as they work with target programs to prepare them to move up in the QRIS process and toward future rating validation. Caseloads of about 1:10 programs will allow a higher intensity of support to participating programs at various levels and will be prioritized for programs serving high percentages of high need children.

- Coordinated Professional Development – Using the results of the self-assessment completed by each program in a cohort, regional professional development will be offered as part of a training sequence (but will be flexible enough for practitioners to access as needed):

1. Early Learning Standards (Birth to Three, Preschool)
2. Environmental Rating Scales (ITERS, ECERS-R, FCCERS, and others as needed)
3. Curriculum (Creative Curriculum, HighScope, Tools of the Mind, etc)
4. Observation and documentation
5. Performance-based assessment (GOLD, COR, Work Sampling System, etc)
6. Differentiation in lesson planning
7. Screening (ESI-R, Brigance, ASQ, etc)

8. Strengthening Families
9. Teacher-Child Interaction (e.g. CLASS)
10. Pyramid/Infant Mental Health
11. Support for English language learners
12. Inclusion of young children with special needs

QI Specialists will reinforce the concepts introduced by the Academy through the ongoing strategies that may include coaching, consultation, mentoring or intervention according to the specific needs and desired outcomes of each target program. For example, the self-assessment may reveal issues with the quality of care giving practices in infant/toddler rooms due to lack of understanding of child development and a research-based curriculum appropriate for this age group. In accordance with the training sequence, professional development would first introduce the NJ Birth to Three Early Learning Standards to infant/toddler staff and then identify the appropriate curriculum model to support high quality environments and care giving practices for this age group. The QI Specialist would then follow up with an individualized TA plan of effective strategies to ensure ongoing support to the site administrator. Findings from other professional development initiatives highlight the need for connectivity between on-site TA and professional development (Zaslow, M. & Martinez-Beck, I. (Eds). 2005).

New Jersey proposes to use grant funding to expand this TA model, which will include an average of 430<sup>25</sup> new programs per year over the four year grant period. All programs participating in Grow NJ Kids receive TA as described in Section (B)(1). Each program can access technical assistance based on its level of need<sup>26</sup> during the quality improvement phase of Levels 2-5. The IPG meets at least monthly with the Academy Leader and the Early Learning Improvement Consortium to provide feedback on the implementation of trainings and technical assistance, as well as the ratings, ensuring that supports and goals are aligned.

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<sup>25</sup> Grow NJ Kids: Year 1 cohort will include 417 programs and Years 2-4 cohorts will include 439 programs, per year. (B(2))

<sup>26</sup> Programs at the lower levels can have up to four visits per month. It is anticipated that as programs move up the levels, they will require less visits per month. (e.g. Level 2 & 3 4x/month, Level 4 – 2x/month, Level 5 – 1x/month)

**Sustainable incentives program:** While providers have been anxious to participate in Grow NJ Kids (we had more sites than we could accept for the test drive, for example), the NJCYC and IPG partners are working collaboratively to develop a mix of innovative strategies and incentives to promote, motivate and support program participation in Grow NJ Kids.

We recognize that a sustained commitment to program improvement and quality through Grow NJ Kids will require a significant effort from the participating programs. Therefore, we have identified a mix of incentives during the four-year grant period that will help to recruit interested providers and build a solid base for long-term growth across the state. This array of targeted incentives to programs and educators will promote participation, quality and competency improvement, and retention. [Since State Preschool Programs receive sufficient funds in these areas, they are not included in the incentive program.]

In addition to providing professional development with embedded, onsite supports, Grow NJ Kids providers will be also be eligible for the following incentives:

- Quality Enhancement Funds - Participating sites may receive between \$500 and \$10,000 depending on their enrollment levels and program needs, and as determined by their quality improvement plan. Sites may use funding to purchase items such as classroom materials, equipment, substitutes, or other items that do not supplant existing contracts with state entities. The Grow NJ Kids Advisory Committee will make the final decisions on the awards.
- Scholarships for Advancing Credentials – Early childhood educators will be eligible for funding assistance to continue their education in the areas of early learning and development. An applicant must demonstrate that coursework will lead to attaining a state or nationally recognized credential, and/or college credit. Scholarships will be available to teachers (average of \$3,000/year), as well as, teaching assistants and family child care providers (average of \$1,000/year). The Grow NJ Kids Advisory Committee will make final determinations for the actual individual scholarship amounts, based on the teacher or teaching assistant's needs, e.g. the scholarship could help a teacher/teaching assistant finish a degree for \$2,000; or the scholarship could help a teacher/teaching assistant start and finish a degree for \$8,000. NJ has budgeted RTT-ELC funding in the amount of \$12 million over



four years for these scholarships (Section (A)(4) Budget – page 91)(Budget Part I Narrative – page 251).

Grow NJ Kids providers will be eligible to apply for quality enhancement funds at any of the five levels, including Level 1, as long as their request is tied to the program’s quality improvement plan. Over the four-year grant period, NJ has allocated just over \$2.5 million of RTT-ELC funds for these quality enhancements (Section (A)(4) – page 91; or Budget Part I Narrative – page 251).

**Tiered Reimbursement:** NJ is also giving consideration to a limited tiered reimbursement strategy. For over 10 years, DHS has awarded tiered reimbursement to programs based on their achievement of NAEYC accreditation. By 2015, DHS will conduct an analysis of the Grow NJ Kids 2013-2014 test drive to determine: 1) how current tiered reimbursement eligibility falls within Grow NJ Kids levels and compares to Grow NJ Kids standards; 2) where tiered reimbursement is most needed; 3) the projected number of programs that will be eligible for tiered reimbursement in Grow NJ Kids; and 4) the projected costs. Once DHS has completed this study, they will make final determinations about restructuring their tiered reimbursement system for eligible programs participating in Grow NJ Kids.

**Public-Private Partnerships:** A major consideration in NJ is a feasible, long-term plan for sustainability of classroom enhancements and scholarship incentives. To help with this task, the NJCYC will step in to seek private funding support for incentives. New Jersey has tremendous potential to partner more effectively with public-private partners, especially the private sector. The NJCYC will add this as a new priority in the State’s early childhood strategic plan, and will identify and convene a Grow NJ Kids Sustainability Team that includes major corporations, local businesses, county Chambers of Commerce, United Way agencies, philanthropic organizations, private foundations, concerned citizens, and other stakeholders by December 2017. This group will develop a plan to raise and leverage funding, as well as additional resources (donation of goods or services), for classroom enhancements, educational scholarships, college/university internships, volunteer opportunities, and a capital improvement fund for providers to remediate facility issues, especially in high needs communities. These strategic partnerships are an

important part of the **NJ Plan** to develop innovative solutions for sustainability and create a sound stream of funding for the Grow NJ Kids incentive system well beyond the grant period. (See Invitational Priority #6 – page 245).

**(B)(4)(b) Providing Supports to Help Working Families**

The policies and practices described in B(4)(a) demonstrate how NJ has developed a comprehensive approach to providing resources and support to programs to encourage progressive quality improvement in Grow NJ Kids. In order to achieve our goal, we must also ensure that working families are in a position to take advantage of the increasingly high quality early learning and development programs available through Grow NJ Kids.

Over the past five years, the state has established a coordinated network of prenatal/early childhood services known as Central Intake Hubs to function as a single point of entry at the county level for pregnant/parenting families. These hubs (currently in 15 counties and will be expanded through RTT-ELC) streamline access to health care resources, social services, and other community supports (See Section (C)(3) – page 164). In addition, families will connect to high quality early learning and development programs through the CCR&Rs, NJ ParentLink website, and the local County Councils for Young Children (Section (C)(4) – page 180).

Each program offers unique family supports. For example, the State Preschool Program and Early Head Start/Head Start provide transportation to families, provide meals through the Department of Agriculture’s Child and Adult Care Food Program, and provide a full day program. A wrap around component is available to low income families who are working or going to school full time. Family workers serving State Preschool and Head Start Programs connect families to Family Success Centers, Statewide Parent Advocacy Network Parent to Parent Programs, and other programs in the county. They also provide information to families on their children’s care and education, how to connect with essential resources, and how to access special education and early intervention services, when needed (See also (C)(4) – page 180).

DCF’s Family Success Centers, located in every county, are a valuable source of family support. These family-led grassroots centers focus on outreach in the community and have had great

success at providing families with a place to receive community support from other families and to learn about essential services such as quality childcare, health and nutrition, access to the food bank, relief from domestic violence situations, etc. This year, DCF is also piloting a grant to establish a local, parent-led County Council for Young Children. This local council will assess community needs, and communicate with the NJCYC (via state liaisons) about strategies to assist vulnerable families in accessing high quality early learning and development programs and provide education support for families as the child's first teacher.

As described in (B)(2)(b) and (B)(3)(b), NJ's marketing campaign directly benefits working families of high needs children access high quality early learning programs that meet their needs because the campaign will publicize Grow NJ Kids information as they enter the system of early education and care and once they are participating in early learning and development programs. Families, seeking programs for their children with high needs, benefit from information on the quality and availability of programs to help them make informed decisions. The Grow NJ Kids marketing campaign, Family Portal, and network of supports will best serve families because the quality rating information will be easy to access, understand, and use.

#### **(B)(4)(c) Increasing Participating Programs and Enrolled Children in Top Tiers of QRIS**

As mentioned previously, in order to assure our goals are ambitious yet achievable, New Jersey gave careful consideration to feedback from RTT-ELC Round 1 and 2 states, reviewer comments from our 2011 application, recent reports from current RTT-ELC states, and New Jersey's capacity when determining our performance targets for Tables B(4)(c)(1) and B(4)(c)(2) below.

Over the four year grant period, New Jersey's plan will result in 72,716 children with high needs in programs participating in Grow NJ Kids with more than half of them (40,412) in high quality rating levels. According to Table (B)(4)(c)(1) - Performance targets for increasing the number of early learning and development programs in the top tiers of Grow NJ Kids, by the end of the grant period 62.7% of the sites will rate at Levels 3, 4, and 5. According to Table (B)(4)(c)(2) - Performance targets for increasing the number and percentage of children with high needs who are enrolled in early learning and development programs that are in top tiers of Grow NJ Kids,

by the end of the grant period nearly 50% of children with high needs will be enrolled in early learning programs rated at Levels 3, 4, and 5.

<b>Performance Measure for (B)(4)(c)(1): Increasing the number of Early Learning and Development Programs in the top tiers of the Tiered Quality Rating and Improvement System.</b>					
	<b>Baseline (Today)</b>	<b>Target- end of calendar year 2014</b>	<b>Target- end of calendar year 2015</b>	<b>Target- end of calendar year 2016</b>	<b>Target- end of calendar year 2017</b>
<b>Total number of programs covered by the Tiered Quality Rating and Improvement System</b>	56	473	912	1,351	1,790
<b>Number of programs in Tier 1 (lowest tier)</b>	14	118	221	279	332
<b>Number of programs in Tier 2</b>	14	118	221	279	335
<b>Number of programs in Tier 3</b>	22	189	376	635	899
<b>Number of programs in Tier 4</b>	3	24	47	79	113
<b>Number of programs in Tier 5 (highest tier)</b>	3	24	47	79	111
Baseline data are estimated according to programs currently participating in Grow NJ Kids pilot program. Data for both the pilot year and each following year are estimated by moving approximately 10% of participating programs in each cohort into the highest two tiers of the QRIS during each rating cycle. Approximately 40% are estimated in the third tier, and 50% are estimated in the lowest two tiers.					
*Note: Above numbers include a small number of programs that do not serve children with high needs. These programs will be encouraged to participate in the QRIS, but will not be as heavily recruited as their counterparts serving children with high needs.					

<b>Performance Measures for (B)(4)(c)(2): Increasing the number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the Tiered Quality Rating and Improvement System.</b>											
<b>Type of Early Learning and Development Program in the State</b>	<b>Number of Children with High Needs served by programs in the State</b>	<b>Baseline and Annual Targets -- Number and percent of Children with High Needs Participating in Programs that are in the top tiers of the Tiered Quality Rating and Improvement System</b>									
		<b>Baseline (Today)</b>		<b>Target- end of calendar year 2014</b>		<b>Target -end of calendar year 2015</b>		<b>Target- end of calendar year 2016</b>		<b>Target- end of calendar year 2017</b>	
		<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
State-funded preschool*	46,177	660	1.4	6,240	13.5	12,060	26.1	19,800	42.9	26,940	58.3

<b>Performance Measures for (B)(4)(c)(2): Increasing the number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the Tiered Quality Rating and Improvement System.</b>											
<b>Type of Early Learning and Development Program in the State</b>	<b>Number of Children with High Needs served by programs in the State</b>	Baseline and Annual Targets -- Number and percent of Children with High Needs Participating in Programs that are in the top tiers of the Tiered Quality Rating and Improvement System									
		<b>Baseline (Today)</b>		<b>Target- end of calendar year 2014</b>		<b>Target -end of calendar year 2015</b>		<b>Target- end of calendar year 2016</b>		<b>Target- end of calendar year 2017</b>	
		<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
Other DOE State-Funded Preschool Programs*	8,656	0	0.0	1,260	14.6	2,460	28.4	4,380	50.6	4,620	53.4
Early Head Start and Head Start <sup>27</sup> (outside Abbott program)	12,447	240	1.9	1,440	11.6	2,496	20.1	3,744	30.1	5,376	43.2
Early Learning and Development Programs funded by IDEA, Part B, section 619 (includes Private Schools for the Disabled)	9,209	0	0.0	352	3.8	1,152	12.5	1,696	18.4	1,856	20.2
Early Learning and Development Programs receiving funds from the State's CCDF program (includes both Center-Based and Family Child Care)	22,186	38	0.2	286	1.3	495	2.2	999	4.5	1,620	7.3
*Numbers for these programs also include children receiving special education and related services funded through IDEA Part B, 619 funds and special education state funds. To prevent duplication, these children are not included in the count of IDEA Part B programs.											

<sup>27</sup> Including Migrant and Tribal Head Start located in the State.



**(B)(5) Validating the effectiveness of the State Tiered Quality Rating and Improvement System. (15 points)**

The extent to which the State has a High-Quality Plan to design and implement evaluations--working with an independent evaluator and, when warranted, as part of a cross-State evaluation consortium--of the relationship between the ratings generated by the State's Tiered Quality Rating and Improvement System and the learning outcomes of children served by the State's Early Learning and Development Programs by--

(a) Validating, using research-based measures, as described in the State Plan (which also describes the criteria that the State used or will use to determine those measures), whether the tiers in the State's Tiered Quality Rating and Improvement System accurately reflect differential levels of program quality; and

(b) Assessing, using appropriate research designs and measures of progress (as identified in the State Plan), the extent to which changes in quality ratings are related to progress in children's learning, development, and school readiness.

**(B)(5) Validating the effectiveness of the Tiered QRIS**

Essential to creating a system that effectively elevates the quality of early learning and development programs will be the validation of the levels, raters' scores and the processes involved in the implementation of Grow NJ Kids. An initial item validity study is currently being conducted on the recently revised tools by The Rutgers University-Institute for Effective Education, with support from the William Penn Foundation. Fifty of the Grow NJ Kids test drive sites will be used. Over the next 18 months, the study will verify that the quality indicators utilized in Grow NJ Kids accurately measure early education quality and that the resulting summary ratings are valid for use in planning program improvement.

New Jersey will seek to contract with an independent evaluator<sup>28</sup> during the course of the grant, as described in this high quality plan, to conduct a larger, more comprehensive validation study of Grow NJ Kids. Below we outline how the state will design and implement evaluations of the relationship between the ratings generated by Grow NJ Kids and the learning outcomes of infants and young children served by New Jersey's early learning and development programs. New Jersey will accomplish this by a) validating whether the tiers in the state's Tiered QRIS accurately reflect differential levels of program quality and b) assessing the extent to which changes in quality ratings are related to progress in children's learning, development, and school readiness. This validation will identify which aspects of Grow NJ Kids are effective at improving quality and the associated impact of quality improvements on children.

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<sup>28</sup> Not warranted to be part of a cross-state evaluation consortium.

<b>STATE HIGH QUALITY PLAN</b>		
<b>Validating the effectiveness of the tiered QRIS</b>		
<b>Goal Statement</b>		
<p>New Jersey's goal is to:</p> <ul style="list-style-type: none"> <li>➤ Effectively evaluate the relationship between the ratings generated by Grow NJ Kids and the learning outcomes of children served by New Jersey's early learning and development programs.</li> <li>➤ Identify the extent to which Grow NJ Kids is effective at improving the quality of early learning and development programs across all settings, and the associated impact of quality improvements on children.</li> <li>➤ Use the validation results to improve the system.</li> </ul>		
<b>Desired Outcomes by 2018</b>		
<ul style="list-style-type: none"> <li>✓ Secure an independent evaluator (contractor) to conduct a validation study that answers the following questions:               <ol style="list-style-type: none"> <li>1. Are the quality indicators being used in Grow NJ Kids, efficient and non-duplicative? Do they accurately reflect differential levels of program quality?</li> <li>2. Is the technical assistance provided effective in improving quality and moving sites to higher levels?</li> <li>3. Does obtaining a higher level result in progress in children's learning, development, and school readiness? Do these results apply to all subgroups of children with high needs?</li> <li>4. Is NJ's Early Learning Improvement Consortium using the rating protocol reliably?</li> </ol> </li> </ul>		
<b>Key Strategies</b>	<b>Timeline</b>	<b>Responsible Parties</b>
Complete RFP process and identify independent evaluator.	1/2014 – 3/2014	RTT-ELC Executive Director
<b>Phase I: Cohort I and IV</b>		
Survey providers within cohorts I and IV to determine population characteristics and finalize stratified, random sampling of sites, classrooms and children.	4/2014 – 8/2014	Contractor
Conduct pre-tests of children, classrooms and site administrative practices.	9/2014 – 12/2014	Contractor
Collect demographic data on families and providers.	9/2014– 12/2014	Contractor
Enter, clean and analyze data; produce report.	1/2015 – 3/2015	Contractor
Collect data and conduct analyses to establish reliability of New Jersey's ELIC ratings.	9/2014 – 5/2015	Contractor
Conduct family surveys to track current and anticipated residence and program attendance.	4/2015 –6/2015	Contractor
Administer annual child outcome evaluations.	9/2015 – 12/2017	Contractor
Conduct annual demographic survey of families.	9/2015 – 12/2017	Contractor



Conduct annual collection of administrative and cost data.	9/2014 – 12/2017	Contractor
Crosswalk validation study with kindergarten entry results.	Early 2016	DOE, DECE, Contractor
<b>Cohorts II – III</b>		
Survey providers to determine population characteristics and finalize stratified, random sampling of sites, classrooms and children.	Spring each year 2015 –2017	Contractor
Conduct pre-tests of children, classrooms and site administrative practices.	Early fall each year 2015 - 2017	Contractor
Collect demographic data on families and providers, and enter, clean and analyze pretest data.	Late fall each year	Contractor
<b>All Cohorts</b>		
Collect data and conduct analyses to establish reliability of New Jersey’s Early Learning Improvement Consortium quality assessments administrations.	Annually	Contractor
Review results of validation study; determine if changes to Grow NJ Kids system and/or practices are necessary.	Annually	RTT-ELC Leadership Team
Publish results of validation study.	Annually	IPG

**(B)(5)(a) Validating, using research-based measures, whether the tiers reflect differential levels of quality, and**

**(B)(5)(b) Assessing, using appropriate research designs and measures of progress, the extent to which quality ratings are related to children’s learning, development and school readiness**

DOE will develop a Request for Proposal (RFP) for an independent evaluator to design and implement the multi-faceted evaluation, in collaboration with the IPG and the NJCYC. DOE will be the lead agency on the evaluation. The successful independent evaluator application will address the following requirements to design a multi-year evaluation:

**Requirements for a successful independent validator application**

Delineates a cross-sequential, longitudinal randomized control trial (RCT) design to determine effectiveness of Grow NJ Kids.

Ensures that the sampling is representative and has sufficient power to detect differences across and among subgroups in quality practices and in child learning as a result of Grow NJ Kids especially for children at risk.

Uses child assessments designed to measure learning across domains that are relevant to New Jersey’s early learning and development standards, psychometrically valid, proven to discriminate program effects in similar studies, and appropriate for the age range of birth to five.

Uses measures of classroom and family child care quality that are relevant to the Grow NJ Kids indicators (ITERS-R, ECERS-R, FCCRS, CLASS), psychometrically valid, proven to predict

child learning, and appropriate for the settings and age-ranges of Grow NJ Kids (birth to five, child care centers, preschools, Head Start, Early Head Start and family child care homes). Ensures implementation of effective procedures for tracking children and families longitudinally, and will extract relevant child data from the NJ SMART, the state's longitudinal data system. Produces timely reports and uses cost-effective procedures using the state's Request for Proposals process.

### Study Design and Procedures

This high quality plan for the validation study shows the major operational tasks of the Grow NJ Kids Validation. Although many of the details of the plan will be determined by the successful contractor in consultation with stakeholders, the overall design has been established.

Specifically, the study design addresses children with high needs by:

- Measuring the effectiveness of Grow NJ Kids disaggregated by each high needs/special population and age group and informing improvements to the system.
- Measuring the impact of participation in Grow NJ Kids on each program type and informing improvements in the system, across settings.

### The Efficacy Study Design

The Efficacy Study is designed to answer the questions regarding outcomes of the Grow NJ Kids initiative. By systematically comparing the progress of sites within cohorts and the children within sites over time, the following question will be investigated: Does obtaining a higher quality level result in greater child growth and school readiness and do these results apply to all subgroups of children? The data collected for the efficacy study will also be used to answer the questions related to implementation and process as described in the next section.

Adapted from developmental psychology, the cross-sequential, longitudinal design (Schaie, K. W. (1996)) applied in a randomized control trial is ideal for this research since both developmental (length of time receiving the technical assistance) and cohort effects (reflecting political, fiscal and other time related factors) could be evident. For example, in the early phases, fidelity of implementation of the technical assistance may not be as high as in later years as the modules and training are refined. On the other hand, it is also possible that implementation will degrade as the system is expanded, although the formative evaluation procedures described below should help to mitigate both of these.

The cross-sequential longitudinal design allows for the comparison of effects among cohorts as well as aggregation of data across cohorts where appropriate. Most importantly, the random selection for cohort designation provides a much more rigorous design and provides more confidence than any associations found between cohorts are causal (Zellman et al. 2011; Gilliam & Frede, 2012). (Accountability and Program Evaluation in Early Education, chapter in Pianta, R., Handbook of Early Childhood Education, Guilford Press, New York.)

Four cohort groups will be studied in the evaluation funded in this grant period. However, the state plans to continue the study for six years until 2018 and then on a biannual basis going forward. This longer term will allow effects into the early grades of school to be investigated. The treatment groups, which will be eligible for the Tiered QRIS within the grant period are cohorts I (2012–2015), II (2013–2015), and III (2014–2015) with each successive cohort serving as a control for previous ones for initial effects and with cohort IV (2015–2016) serving as the overall control since cohort IV providers will not receive any services under the grant until the last four months. Within each cohort group, sites will be stratified by auspice and randomly selected for participation in the study. It may be necessary to over sample in the sites that choose to be rated in any given year to ensure power to detect differences.

#### The Implementation Study Design

Nested within the efficacy study described above is a data collection system that will inform monitoring and accountability procedures. The independent contractor will provide timely and useful reports that will allow the Early Learning Commission and the NJCYC to inform the continuous improvement system (Frede & Barnett 2011) and to answer the following questions: 1) Are the quality indicators being used in Grow NJ Kids, efficient and non-duplicative? Do they accurately reflect differential levels of program quality? 2) Is the technical assistance provided effective in improving quality and moving sites to higher levels? and, 3) *Is New Jersey's Early Learning Improvement Consortium using the rating protocol reliably?*

These annual reports will provide information regarding patterns in the type and characteristics of sites that opt to be rated or not, including but not limited to, the following: auspice and program type, size of program, geographic location, qualifications of leadership and staff, administrative practices and cost data at the program level. These factors are especially important

for not only understanding whether the program is effective, but also how it can be adjusted to include all types of early learning and development programs and how it can be improved.

The implementation study will also provide evidence of the reliability of the assessments of quality administered by New Jersey's Early Learning Improvement Consortium and the relationship between independently administered assessments and the rating. In addition, because training and technical assistance will be available to programs that choose to be rated and to those who choose to delay rating, it will be useful to document the types and extent of technical assistance provided by site and whether this is effective not only at moving programs up in tiers but also in encouraging programs to be rated. Additionally, the annual report on implementation will include analyses of monitoring and accountability data collected in the Grow NJ Kids tracking system. Data will also be collected on family participation and satisfaction, provider satisfaction with the process, and efficiency of the procedures used by the Quality Improvement Specialists. Additionally, we will also analyze data on any impact from incentives.

#### Instrumentation and Use

Final selection of instruments will be determined in consultation with the successful independent contractor and the RTT-ELC Leadership Team; however, the RFPs will require the following:

- A survey of child and family characteristics; for example, race and ethnicity, age of child and parent, child gender, education level of parents, home language(s), family income, work status, marital status, household density, medical home, insurance, education related family routines and home environment.
- Direct assessments and early childhood educator interviews (e.g. standardized questionnaires on social development) will be administered to determine child growth and development. Domains assessed will mirror those included in the existing New Jersey Preschool Teaching and Learning Standards and in the New Jersey Birth to Three Standards. The challenge here will be to find tools that are predictive of later achievement and development and can be used with children from infancy into early elementary school. It is likely that a battery of assessment tools will be adopted for each age level. It will be expected that the contractor use the kindergarten readiness assessment as one outcome measure when it is implemented. The RFP will require that these assessments be linked conceptually and psychometrically.

- At the center level, early learning and development program administrative practices and site characteristics will be documented via interviews with the site administrators using instruments based on those used in the New Jersey Preschool Expansion Assessment Research Study (Friedman et al. 2009).
- The quality of the participating programs will be assessed using the same instruments as those used for Grow NJ Kids; namely, the ITERS-R, ECERS-R, FCCRS, CLASS. The purpose for this is to establish reliability of New Jersey's Early Learning Improvement Consortium and to capture the overall impact of participation in the system.

#### Resources to Cover the Project

The majority of funding for the validation study will be provided by DOE using existing funds. The grant will cover the remaining costs. (See Budget Narrative II on page 259).

**(C)(1) Developing and using statewide, high-quality Early Learning and Development Standards.**

The extent to which the State has a High-Quality Plan to put in place high-quality Early Learning and Development Standards that are used statewide by Early Learning and Development Programs and that--

(a) Includes evidence that the Early Learning and Development Standards are developmentally, culturally, and linguistically appropriate across each age group of infants, toddlers, and preschoolers, and that they cover all Essential Domains of School Readiness;

(b) Includes evidence that the Early Learning and Development Standards are aligned with the State's K-3 academic standards in, at a minimum, early literacy and mathematics;

(c) Includes evidence that the Early Learning and Development Standards are incorporated in Program Standards, curricula and activities, Comprehensive Assessment Systems, the State's Workforce Knowledge and Competency Framework, and professional development activities; and that they are shared with parents and families along with suggestions for appropriate strategies they can use at home to support their children's learning and development; and

(d) Includes evidence that the State has supports in place to promote understanding of and commitment to the Early Learning and Development Standards across Early Learning and Development Programs.

**(C)(1) Developing and using statewide, high-quality Early Learning and Development Standards.**

New Jersey has developed and revised when necessary a set of appropriate early learning and development standards that outline those high expectations, while aligning them with the assessments used to measure them, the professional development needed to help children attain them, and the standards they will be held to at kindergarten entry and beyond to third grade. We have developed a high quality plan to build upon this effort and finish our work toward this end. This plan places a particular emphasis upon developing those standards so they are culturally and linguistically responsive particularly to those with high needs who otherwise might not have access to high quality programs. We have prioritized outreach to programs serving large proportions of children with high needs to support them in the use and understanding of the standards to ensure high quality programs serving these children.

<p><b>State High Quality Plan to Fully Develop a Comprehensive System of Early Learning and Development</b></p>
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<b>Standards</b>		
<b>Goal Statement</b>		
To develop articulated and aligned early learning and development standards from birth to grade three that are implemented in all state early learning and development and early elementary school programs and disseminated to families across NJ in culturally and linguistically appropriate ways.		
<b>Desired Outcomes by 2018</b>		
<ul style="list-style-type: none"> <li>✓ Included the NJ Birth to Three Early Learning Standards and the Preschool Teaching and Learning Standards in regulatory and contractual documents for DOE, DHS and DOH. Use the learning standards to inform DCF licensing regulations.</li> <li>✓ Completed articulation and alignment of New Jersey's infant/toddler and preschool standards with the K-3 standards, Head Start and Early Head Start standards.</li> <li>✓ Prepared early childhood educators serving high needs infants and children to utilize the standards, with a particular emphasis on reaching NJ's culturally and linguistically diverse population and infants and young children with disabilities.</li> <li>✓ Included early learning and development standards in all workforce preparation documents and programs.</li> <li>✓ Provided families with access to family-friendly materials that are linguistically and culturally appropriate.</li> </ul>		
<b>Key Strategies</b>	<b>Timeline</b>	<b>Responsible Parties</b>
<b>Including the standards in regulatory and contractual documents</b>		
Promote use of the standards by including them in regulatory and contractual documents.	By 12/2015	DOH
Promote use of the standards by including them in regulatory and contractual documents.	By 12/2016	DOE
Promote use of the standards by <u>using the learning standards to inform DCF licensing regulations.</u>	By 12/2016	DCF, DHS
<b>Standards Articulation and alignment</b>		
Add "Approaches to Learning" to state kindergarten standards.	By 12/2015	DOE
Create a single document (in multiple languages) that shows a seamless, progression of all early learning and development standards used in NJ for birth to grade three.	2/2014-12/2014	DOE
Complete curriculum developers' alignment review of the standards alignment with the curricula and assessments.	5/2015	DOE
<b>Standards training</b>		
Finalize the development of "Train the Trainer" (TOT) materials.	7/2014	DOE
Conduct a Request for Proposals with public NJ colleges and universities to develop a series of self-guided training	9/2014-8/2015	DOE

modules on each set of standards.		
Include training in both sets of standards in the Training Academy and state technical assistance system (See Section (B)(4) and (D)(1)).	2014-2018	DOE
Train 83 Quality Improvement Specialists in the standards through the Training Academy.	8/2014	Training Academy
Use the Quality Improvement Specialists to provide face-to-face regional training to 14,652 caregivers and teachers of infants, toddlers, and preschool children.	2014-2018	DOE, DHS, HS/EHS
Train 300 home visitors and 4,200 Early Intervention service providers on the standards through the self-guided modules.	2014-2018	Training Academy
Train 322 special education teachers, 161 special services providers, and 161 Child Study Team members working with preschool children with disabilities in both sets of standards.	2014-2018	Training Academy
Complete guide for optimizing early learning and development programs that serve English language learners and include the guide in the training.	8/2014	DOE
<b>Including Standards in Workforce Documents</b>		
Finalize the revision of the NJ Core Knowledge and Competency Framework to include the NJ Birth to Three Early Learning Standards.	8/2014	Workforce Committee
Integrate NJ Birth to Three Early Learning Standards and revised NJ Preschool Teaching and Learning Standards into teacher and caregiver preparation coursework and credentials.	9/2014-9/2017	Workforce Committee, DHS, DOE
<b>Family Outreach</b>		
Produce 6,000 family-friendly versions of the NJ Birth to Three Early Learning Standards and the NJ Preschool Teaching and Learning Standards booklets in multiple languages and formats.	By 12/2014	HS/EHS
Create a library of video clips of infants, toddlers and preschoolers engaged in the skills captured by the standards and illustrate what infants, toddlers and young children know and are able to do.	9/2014-8/2015	DOE
Distribute the materials (or links to online versions) through early learning and development programs, the state marketing campaign, County Councils, Family Success Centers, pediatrician offices, schools, home visiting programs, local parent councils, CCR&Rs, and text messaging.	1/2015	DHS, DOE, DCF, DOH, HS/EHS

**(C)(1)(a) Includes evidence that the Standards are developmentally, culturally, and linguistically appropriate**

New Jersey has adopted four sets of early learning and development standards: 1) the New Jersey Birth to Three Standards (Attachment 9, on Appendix pages 83-150) for infants and toddlers, 2)



the recently revised sections of the Preschool Teaching and Learning Standards (See original standards, Attachment 10; on Appendix pages 152-229, see revised sections for Mathematics, English Language Arts and Approaches to Learning (new), Attachment 10a-c, on Appendix pages 230-271) for three- and four-year-olds, 3) the NJ Core Curriculum Content Standards for kindergarten through grade twelve, and 4) the Common Core Standards. In addition, the state's Head Start and Early Head Start programs follow the School Readiness Goals for Infants and Toddlers (Attachment 33, on Appendix pages 668-679).

New Jersey began to develop infant/toddler standards in 2010, starting with an in-depth environmental scan and evidence-based research review of sources such as The Head Start Child Development and Early Learning Framework (Attachment 34, on Appendix pages 680-682) and Early Learning Guidelines for Infants and Toddlers: Recommendations for States (Attachment 35, on Appendix pages 683-716), as well as standards across the nation. The Standards Committee of the NJCYC worked with the non-profit organization Zero-to-Three to create the New Jersey Birth to Three Standards. The committee elected to adapt the *State of Minnesota's* Early Learning Guidelines from Birth to 3 by adding "Approaches to Learning" as a domain and to divide the age span into four groupings as opposed to Minnesota's three groups. Focus group testing and community conversations involved early childhood educators serving infants and young children with very diverse socio-economic, cultural, and linguistic backgrounds helped to inform the development of standards that gave special recognition to being culturally and linguistically responsive.

The infant/toddler standards address all Essential Domains of School Readiness and are structured as such: Social and Emotional Development; Approaches to Learning; Language Development and Communication; Cognitive Development; and Physical and Motor Development.

The standards also include guidance to help families of children with special needs to individualize their approaches to learning and development, along with advice on referring families to early intervention. There are five age-based "Developmental Health Watch"

checklists that include indicators that can prompt families to contact their pediatrician and/or refer to the Early Intervention System (Attachment 36, on Appendix pages 717-718).

New Jersey's revised preschool standards encompass all Essential Domains of School Readiness, and reflect on other aspects of the learning environment, the use of assessments to measure progress and identify needs, and support for home, school and community partnerships. Specific strands cover approaches to learning, social/emotional development, English/language arts, social studies, family and life skills, visual and performing arts, mathematics, world languages, health, safety and physical education, science, and technology. As with the infant and toddler standards, the preschool standards promote cultural and linguistic responsiveness.

Given our understanding of the needs facing New Jersey's culturally and linguistically diverse population, we have prided ourselves in developing early learning and development standards that reflect and support multicultural backgrounds (e.g., language, culture, race, ethnicity) and diversity (e.g., different social, economic, lifestyle, physical abilities), while weaving that philosophy into the teaching practices component of the standards. Specific examples of linguistic and cultural responsiveness in the state's preschool standards are included in Attachment 37, Linguistic and Cultural Responsiveness in NJ Preschool Standards, on Appendix pages 719-720. One example is the Social Studies, Family and Life Skills section of the standards, which suggests caregivers and educators "use labels with pictures to help children negotiate the classroom and make picture-word associations, dramatize actions while providing words for the actions in multiple languages, provide simple directions in multiple languages, etc."

Our state has gone to great lengths to address the wide-ranging needs of our English learners, whether they are infants, toddlers or preschool age. In fact, the Division of Early Childhood Education has issued a public position statement in regard to English learners and education as a first in a series of guidance documents to assist early childhood educators on how to best meet the needs of our "culturally and linguistically diverse population" (See Attachment 38, DECE Position Statement on English Language Learners on Appendix pages 721-729).

Our high quality plan includes a schedule to finish a current draft of our guide to optimizing early learning and development education programs that serve English language learners by August 2014. This document currently is being reviewed by a steering committee of field experts including bilingual master teachers, bilingual supervisors, and higher education. Upon completion we will distribute it via the Training Academy and Quality Improvement Specialists over the four years of the grant and beyond.

Elements of our high quality plan specifically related to helping diverse populations are to disseminate the new infant/toddler and revised preschool standards to families and early childhood educators. Discussed further below in (C)(1)(c) and (d), we will develop or select training modules and video clips that will include strategies and activities to assist both families and early childhood educators of culturally and linguistically diverse populations as well as infants and young children with disabilities. In addition, our high quality plan includes producing family-friendly versions of the standards in multiple languages—disseminated in the outreach plan described below. Our outreach and engagement strategies are designed to ensure that providers and families of children with high needs receive the benefit of our standards and their application within early learning programs.

**(C)(1)(b) Evidence that preschool standards are aligned with K-3 standards**

In 2009 we conducted an alignment between our preschool standards and K-3 standards across all domains, for the areas of math, language arts, visual and performing arts, comprehensive health and physical education, science, social studies and technology, with clear articulation of what children should know and be able to do for each age group (See Attachment 39, on Appendix pages 730-742). Bodies of research and professional organizations representing each domain were consulted and the team of experts reviewed the standards positively (See Attachment 40, on Appendix pages 743-747).

Dr. Dorothy Strickland, Professor Emeritus, Distinguished Research Fellow, Rutgers University, who reviewed the early literacy standards alignment, said that overall “the document is sound both developmentally and pedagogically. It links well to the Common Core State Standards (CCSS) in place for K-12 learning and teaching” (See Attachment 41, on Appendix pages 748-

772). The math review by Dr. Herbert Ginsberg, Jacob H Schiff Foundations Professor of Psychology & Education, Columbia University concluded, “Overall these standards will be an important step forward in New Jersey early childhood education” (See Attachment 42, on Appendix pages 773-787). And Dr. Marilou Hyson, Affiliate Faculty member in Applied Developmental Psychology at George Mason University, conducted the approaches to learning review, concluding that the standards are “clear, simply written, non-overlapping, and easy for teachers and families to understand” (See Attachment 43, on Appendix pages 788-799).

We plan to use \$20,000 in funds from the RTT-ELC funds to contract with a standards expert to:

- 1) conduct an alignment between both sets of standards and the state’s Head Start and Early Head Start standards by Feb 2014-Dec 2014; and
- 2) create a single document that shows a seamless alignment of the standards from birth to grade three that will include the NJ Birth to Three Early Learning Standards, the revised NJ Preschool Teaching and Learning Standards, NJ Core Curriculum Content Standards, Common Core Standards, and the Head Start and Early Head Start standards by Fall 2014 and disseminate it via our Quality Improvement Specialists, Training Academy, teacher preparation programs, home visiting and CCR&Rs, among others. In addition, we plan to add “Approaches to Learning” to NJ’s kindergarten standards by Fall 2015 (See more below in (C)(1)(d) on page 162 and Priority #4, on page 233).

#### **(C)(1)(c) Integration of standards**

New Jersey has worked hard to ensure its NJ Preschool Teaching and Learning Standards are widely used and understood by early childhood educators and families and that they are fully integrated into program standards, curricula and activities, assessment systems, workforce knowledge and competency frameworks, professional development trainings and family outreach work.

Now we have to begin the process of embedding both the NJ Birth to Three Early Learning Standards and the Preschool Teaching and Learning Standards into our regulatory and contractual requirements. Starting in December 2015, following completion of the standards training materials (see below), DHS, DOE and DOH will begin to promote the implementation of the standards (See Attachments A-H, on Appendix pages 1-33). DHS will begin to incorporate in their professional development and special quality initiatives and DCF will

promote use of the standards by using the learning standards to inform DCF licensing regulations. This effort will ensure that early childhood educators (5,792) from all early learning and development programs serving high needs infants, toddlers and preschool-aged children in our state's mixed-delivery system will be better equipped to provide strong early experiences based on standards for what infants and young children should know and be able to do.

As detailed in Section (D)(1), the preschool standards are also incorporated into NJ's Core Knowledge and Competencies Framework (See Attachment 13, on Appendix pages 279-346) Crosswalk of *NJ's Core Knowledge and Competencies Framework* (Attachment 44, on Appendix pages 800-809) though it too requires updating for inclusion of the New Jersey Birth to Three Standards and the recent preschool standards revisions. We intend to finalize the revision of the NJ Core Knowledge and Competencies Framework to include both documents by August 2014. Also, when institutions of higher education submit their early childhood coursework and credentials to DOE for approval (e.g., the Preschool to Third Grade Certificate and Students with Disabilities Certificate), we will also consider the extent to which there is alignment with the Framework, including the integration of the NJ Birth to Three Early Learning Standards and the revised NJ Preschool Teaching and Learning Standards. This will be done by Fall 2017. Additionally, we intend to revise our NJ Infant/Toddler Credential requirements to include both the new and revised standards as part of the curriculum.

Our standards serve as the building blocks for our training and professional development activities. The Quality Improvement Specialists (QIS) who comprise the CCR&Rs and State Preschool Program coaches already have been trained in the new preschool standards. Training in both sets of standards will be integrated into the professional development and training system to be offered under the new Training Academy and the state technical assistance system over the next four years.

To reach parents, we will produce 6,000 family-friendly versions of both the infant/toddler and preschool standards in multiple languages and distribute them to our early learning and development programs serving infants and young children with high needs. We will have materials for families (and early childhood educators) in multiple languages with a connected

library of video clips illustrating what infants, toddlers and young children know and should be able to do. To do this, the Standards Committee of the NJCYC will review existing resources such as those produced by Zero to Three, and Head Start to identify or create additional resources to put together a complete library. This library will be housed on the Division of Early Childhood Education website and will have links from the other state agencies. To ensure that families and educators actually access the clip library, we have included the project in the marketing campaign described in Section B. We will also tap the new County Councils and existing Family Success Centers to disseminate a link to the video clips library via text messaging.

**(C)(1)(d) Dissemination of the Standards**

New Jersey has in place a solid set of vehicles for disseminating professional development and training programs across all early learning and development programs serving high needs children in the state, such as CCR&R professional development, Head Start/Early Head Start technical assistance, and State Preschool Program coaching, to name a few. However, we are seeking to use \$8.7 million in RTT-ELC funds to build a more coordinated and comprehensive structure to lead that work. The Training Academy as detailed in Section (B)(4) will be the prime conduit for dissemination of and professional development around the new infant/toddler standards and the revised preschool standards (see Standards Dissemination Plan, Attachment 74, on Appendix pages 977-979.)

While training of the coaches in the state preschool program has already occurred (See Attachment 75, on Appendix pages 980-982) we will develop additional “Train the Trainer” (TOT) materials for both sets of standards by July 2014. These materials will be developed by a NJ college or university. The Academy will initially train 78 Quality Improvement Specialists on both sets of standards (21 professional development staff in the CCR&Rs, 15 Head Start/Early Head Start technical assistance staff, 35 State Preschool Program coaches, 3 Preschool Special Education Consultants and 4 Division of Early Childhood Education staff) by August 2014. Over the next four years, we will implement our standards dissemination plan (See Attachment 74, on Appendix pages 977-979), which was designed by the Standards Committee of the NJCYC, reaching at least 14,652 early childhood educators of high needs children. This number includes

training educators at all 1,790 of the state's early learning and development programs serving high needs children across our mixed-delivery system to utilize the standards. It also includes the early childhood educators who will receive training in the infant/toddler and preschool standards through the Training Academy when they first enter Grow NJ Kids, as will the cohort of directors in the Grow NJ Kids Test Drive (Year 1).

The training schedule for early childhood educators is as follows:

- Year 1: 4,001 (including test-drive participants)
- Year 2: 3,553
- Year 3: 3,553
- Year 4: 3,553

In addition, over the next four years we will train 300 home visitors and 4,200 Early Intervention practitioners on the NJ Birth to Three Early Learning Standards and the NJ Preschool Teaching and Learning Standards using the self-guided modules described below. Similarly, to reach preschool children with disabilities, we will train 322 special education teachers, 161 special services providers, and 161 Child Study Team members (district-level professionals who evaluate children and develop IEPs for children) in both sets of standards.

In September 2014, we will conduct a Request for Proposals with public NJ colleges and universities to establish a Memorandum of Understanding to develop a series of self-guided modules on each of the sets of standards that cover how to inform instruction using the standards, using the standards within a comprehensive assessment system, with English language learners and with infants, toddlers and young children with disabilities. These self-guided modules will serve as follow-up supports to in-person trainings and will be available online.

**(C)(3) Identifying and addressing the health, behavioral, and developmental needs of Children with High Needs to improve school readiness.**

The extent to which the State has a High-Quality Plan to identify and address the health, behavioral, and developmental needs of Children with High Needs by--

(a) Establishing a progression of standards for ensuring children's health and safety; ensuring that health and behavioral screening and follow-up occur; promoting children's physical, social, and emotional development across the levels of its Program Standards; and involving families as partners and building parents' capacity to promote their children's physical, social, and emotional health;

(b) Increasing the number of Early Childhood Educators who are trained and supported on an ongoing basis in meeting the health standards;

(c) Promoting healthy eating habits, improving nutrition, expanding physical activity, and providing information and guidance to families to promote healthy habits at home;

(d) Leveraging existing resources to meet ambitious yet achievable annual targets to increase the number of Children with High Needs who—

(1) Are screened using Screening Measures that align with the Medicaid Early Periodic Screening, Diagnostic and Treatment benefit (see section 1905(r)(5) of the Social Security Act) or the well-baby and well-child services available through the Children's Health Insurance Program (42 CFR 457.520), and that, as appropriate, are consistent with the Child Find provisions in IDEA (see sections 612(a)(3) and 635(a)(5) of IDEA);

(2) Are referred for services based on the results of those screenings, and, where appropriate, received follow-up; and

(3) Participate in ongoing health care as part of a schedule of well-child care, including the number of children who are up to date in a schedule of well-child care; and

(e) Developing a comprehensive approach to increase the capacity and improve the overall quality of Early Learning and Development Programs to support and address the social and emotional development (including infant-early childhood mental health) of children from birth to age five.

**(C)(3) Identifying and addressing the health, behavioral, and developmental needs of Children**

New Jersey is ideally positioned to implement a comprehensive high quality plan to address the health, development, and behavioral needs of infants, toddlers, and young children, especially those with high needs. Over the past decade, New Jersey's early childhood leaders have worked



together to strengthen requirements for programs to prioritize the physical, behavioral, social and emotional health of young children. Examples of this commitment are seen across our state agencies: development of the state-sponsored First Steps Infant-Toddler Program (DHS) for center-based programs serving infants and toddlers; statewide implementation of Positive Behavior Supports (DOE) for NJ's publicly funded preschools; more rigorous health standards for Early Head Start/Head Start Programs; enhanced licensing standards for child care providers that expand health requirements (DCF); and the establishment of a uniform set of infant/child health measures for our evidence-based home visiting models (DOH/DCF).

The **NJ Plan** is grounded in the extensive body of research that demonstrates the direct relationship between health, early learning and school readiness (Shonkoff & Phillips, 2000). We have broadly defined "health" to encompass: prenatal/infant/child health; children's physical growth and development; social-emotional development (including maternal bonding, parent/child attachment and caregiver/child interaction); oral health; child safety; and child welfare/security. Thus, NJ's high quality plan supports the creation of a comprehensive early learning and development system that identifies infants/young children and families early (as early as pregnancy and birth) and helps to link families and early childhood educators to needed health care resources, social services and family supports. This plan goes well beyond well-child visits and immunizations. New Jersey is taking a broader holistic, whole-child approach that necessitates building a coordinated early childhood system across state and local agencies that will improve the health and well-being of NJ's high needs children and families.

<b>STATE HIGH QUALITY PLAN</b>
<b>to Identify and Address the Health, Behavioral, and Developmental Needs of Children with High Needs to Improve School Readiness</b>
<b>Goal Statement</b>
To prepare high needs children for school by improving access to services that address the overall physical, social and emotional health and well-being of infants and young children across early learning and development programs and to increase the capacity of families to support healthy child development.
<b>Desired Outcomes by 2018</b>

- ✓ 1,790 programs (14,670 teachers and caregivers) are using an evidence-based progression of statewide health standards as established in the Grow NJ Kids Tiered QRIS.
- ✓ Educators serving high needs children are prepared to recognize and support the physical and social-emotional health care needs of infants and young children.
- ✓ All counties have a coordinated health system in place (Central Intake Hub) that supports the health standards in the NJ Early Learning Plan; and provides easier access to health and supportive services.
- ✓ At least 90% of infants/children participating in the Grow NJ Kids Tiered QRIS meet the specified child health standards: health insurance, pediatric medical home, well child visits, immunizations, developmental screening, social-emotional screening, vision/hearing screening, etc.; and children receive appropriate follow-up for early intervention or other supports.
- ✓ At least 90% of infants/children in HV (baseline: 4,565) meet the specified federal MIECHV health benchmarks, including appropriate follow-up for early intervention or other supports, beginning in 2014.
- ✓ At least 90% of infants/children in HS/EHS (baseline: 15,944) meet the specified federal Head Start health standards, including appropriate follow-up for early intervention or other supports, in 2014.
- ✓ The following are met:
  - a) Screened 47% (87,284) of high needs children in ASQ and ASQ:SE or comparable tools by 2018;
  - b) Referred 4.4% (8,224) of high needs children for Early Intervention services and, where needed, received follow-up by 2018;
  - c) Ensured that 45.9% (85,257) of high needs children receive ongoing health care;
  - d) Ensured 45% (83,626) of high need children are up to date on well-child care visits, immunizations etc. (See Table (C)(3)-d).

### Key Strategies

#### Implementing State Health Standards

Grow NJ Kids sites complete a self-assessment to determine their status in addressing the health standards, and health and safety needs of their center.	First year in Grow NJ Kids	DHS, DOE, HS/EHS
QI Specialist will review site-specific Quality Improvement Plans; identify health issues/needs; and connect centers to health-related trainings to reach the next level.	First year in Grow NJ Kids	DHS, DOE, HS/EHS
Early childhood educators participating in Grow NJ Kids will receive orientations to Central Intake Hubs describing comprehensive health care linkages for parents/families.	First year in Grow NJ Kids	DHS, DOE, HS/EHS

#### Health Standards Training

Training Academy will hire 3 Health Coordinators (child health expert) to design health curriculum modules that align with the progression of health standards.	By March 2014	Training Academy
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Train at least 400 early childhood educators serving high needs children and participating in Grow NJ Kids in the health program standards in Year 1 and 800 per year in Years 2-4 for a minimum of 2,800 in four years.	2014-2017	Training Academy
Offer trainings to a minimum of 1,000 participants from other early learning partners	2015-2017	Training Academy
Train at least 200 early childhood educators serving high needs children in the Infant Mental Health Endorsement (any level) and/or Pyramid Model certification.	By 12/2017	Training Academy
<b>Family and Community Linkage Supports</b>		
Complete implementation of the current network of Central Intake Hubs serving families and ELD providers in 15 counties	2014-2015	DOH and DCF
Expand Central Intake Hubs to serve families and early learning and development providers in six additional counties through RFP process	By 2016	DOH and DCF
Refine/strengthen the statewide network of Central Intake health linkages in 21 counties.	By 2017	DOH and DCF
Operate a statewide network of Central Intake Hubs for health linkages in 21 counties.	By 2018	DOH and DCF

**(C)(3)(a) Establishing a progression of standards for ensuring children's health and safety**

New Jersey's high quality plan includes statewide implementation of a progression of standards to meet the complete health and safety needs of infants and young children. The targets set above will increase the numbers of high needs children who receive health screening, follow-up and referrals, and annual well-child visits. The standards integrate health and developmental screening and follow-up and promote children's physical, social, and emotional development as well as support parents' in promoting their children's comprehensive health. This plan specifically addresses the health care needs of infants and young children within and through: 1) the progression of standards in **Grow NJ Kids Tiered QRIS** (See Attachment 16, on Appendix pages 374-405) for high needs children in our mixed-delivery system of early learning and development programs; 2) health standards/performance measures currently in place for the state's expansive network of **Evidence-based Home Visiting programs**; and 3) **Central Intake Hubs** that support early developmental screening and strengthen links between families, health providers, and early learning and developmental programs. Below we present the ways we will seek to achieve our goals and outcomes by the end of 2018.

1) **Grow NJ Kids (Grow NJ Kids)**: New Jersey expects that 90% of high needs infants and children participating in Grow NJ Kids will receive developmental screening by 2018. This will occur primarily through the state's robust progression of Grow NJ Kids enhanced health and safety standards for Early Head Start/Head Start, child care centers, state-funded preschools, and other programs serving high needs infants and young children (See Section (B)(1) on page 99). Revised in 2013, the Grow NJ Kids standards are based on national health and safety recommendations from Stepping Stones: Caring for Our Children (See Attachment 27, on Appendix pages 615-631). These core health standards for child care and early education settings align with health-related recommendations in the NJ Birth to Three Early Learning Standards, and the New Jersey Preschool Teaching and Learning Standards. They also align with the Head Start Program Performance Standards (HSPPS) as determined by a recent crosswalk at the national level between the HSPPS and Caring for Our Children documents, demonstrating where these standards intersect and mutually support health improvements in early learning and development programs (See Attachment 45, on Appendix pages 810-812).

The Grow NJ Kids tool incorporates a progression of uniform requirements in health and safety that include: developmental, behavioral, and sensory screening with referral and follow up; the promotion of physical activity, healthy eating habits, oral health, social-emotional health, behavioral health and health literacy for families. As described in Section (B)(1), NJ recently initiated a test drive of Grow NJ Kids in 56 center-based early learning and development programs serving infants and young children with high needs. Below are examples of the progression of Grow NJ Kids health and safety standards to support infants and young children.

Level 1	New Jersey Child Care Licensing: Effective September 1, 2013 all centers must: make outdoor space available for children to play; provide 30 minutes of structured and unstructured physical activity and play time; provide healthy foods (limit trans-fat, added sugar, and sodium) and employ healthy limits for screen time.
Level 2	Center: has a healthy, safe and clean indoor and outdoor learning environment; provides information to families about health-related resources and services in the program and community (health insurance, medical home, immunizations, lead screening/poisoning, nutrition/obesity, outdoor play/ physical fitness, provide supports for families of children with special health care needs); completes Grow NJ Kids Self-Assessment and develops Quality Improvement (QI) plan; encourages the use of Let's Move! Child Care Checklist (Attachment 51, on Appendix pages 823-828); ERS average score of 3.

Level 3	Center: has a written policy ensuring nutritious meals/snacks and respects the religious/dietary restrictions of children; uses a research-based developmental screen and provides appropriate links to early intervention and other services; provides on-site workshops (at least twice annually) to families and staff on topics such as preventive health care, child development, infant/early childhood mental health, safety, nutrition/obesity prevention, oral health, etc.; has a breastfeeding-friendly policy with space for mothers to breastfeed and store breast milk; ERS average score of 4.
Level 4	Center: utilizes data from developmental screening to inform practice; complete at least two home visits per year to provide follow-up about parent-child interaction, child development, etc.; uses a specially trained health consultant to audit child health records for immunizations, well-child care, etc.; has at least one teacher/teaching assistant in each room that has pediatric first aid/CPR certification; ensures playgrounds are inspected annually; ERS average score of 5.
Level 5	Center: provides vision, hearing and dental screenings and shares results with family; has pediatric first aid/CPR certification for all teaching on staff; invites parents to participate in an advisory group (that includes staff and community health providers from various disciplines) to help establish health policy for the program. ERS average score of 6.

New Jersey will take a two-pronged approach to ensuring a broad understanding of, and adherence to, basic standards that impact child health and safety through: 1) core training by expert Health Coordinators via the Training Academy, and 2) onsite technical assistance consultation and coaching by the Quality Improvement (QI) Specialists (see (C)(3)(b) for details).

**2) Evidence-based Home Visiting:** Another critical partner in reaching our health and safety goals (particularly for increasing access to screening, referral and follow-up care and engaging families) is our expansive network of home visiting programs. The NJ Home Visiting (NJHV) Initiative now has expanded capacity to serve a total of 5,500 families statewide. NJ expects that 90% of high needs infants and children participating in NJHV programs will receive developmental screening by 2018. New Jersey uses three evidence-based models—Healthy Families America, Nurse-Family Partnership, and Parents as Teachers—that focus on families from pregnancy to age three; and one model, Home Instruction for Parents of Preschool Youngsters (HIPPY), serves families from ages three to five (See Attachment 79, on Appendix pages 987-990). All NJHV models provide intensive, long-term services that work individually with parents/families to improve their understanding of prenatal/infant/child health and wellness. All NJHV programs also track adherence to a common set of health indicators (See Attachment

46, MIECHV Health Benchmarks, on Appendix, page 813). NJHV programs use the Ages and Stages Questionnaire (ASQ: 3) and ASQ Social-Emotional (ASQ: SE) developmental screening tools at regular intervals, and refer families for Early Intervention and/or other needed services/supports. Participant data for NJHV programs demonstrates strong compliance with key health measures—with 80% of participants reaching established targets (90% or above) on nearly all of the health-specific benchmarks. NJHV services are fully integrated into **NJ Plan**, providing a comprehensive approach in addressing child health, behavioral health and safety.

### **3) Central Intake Hubs (Early Childhood Comprehensive System (ECCS)/Help Me Grow):**

Also essential to meeting our goals above is the state’s plan to expand its Central Intake Hubs statewide. Central Intake Hubs promote wider access to a continuum of health and developmental services for families of infants and young children from pregnancy to age five. NJ’s model for this early childhood comprehensive system of care (See Attachment 47, on Appendix page 814) is designed to reach children and families earlier (including pregnancy and birth) for screening, referral and connections to appropriate services and supports so that children are healthy and “ready to learn.” Central Intake Hubs serve as a single point of entry for families to link to a range of services from health insurance and primary care/pediatric medical homes, to WIC, early intervention, child behavioral health, and early education programs.

The **NJ Plan** includes realistic and attainable targets for meeting the key early childhood health measures outlined in Grow NJ Kids and the Central Intake Hubs will provide the vehicle to access services that make those targets achievable. These county-level Central Intake Hubs streamline access to health care resources, social services, and other community supports. This type of systems integration benefits pregnant women, parents and families of infants and young high needs children; and equally important, it assists pediatric medical providers (physicians, Federally Qualified Health Centers and other health care providers) and early learning providers (child care centers, Head Start/Early Head Start, Home Visitors, etc.) in making referrals and tracking service connections (with a feedback loop to referring providers) for children.

Support for this approach has expanded over the past few years with a 2012 Help Me Grow grant to create an integrated system. A statewide stakeholder meeting was held in March 2013 (See

Attachment 48, Meeting Agenda, on Appendix page 815), with representation from a broad coalition of early childhood partners, physicians, school nurses, Medicaid managed care organizations and others interested in child health and well-being. This led to NJ's success in aligning Help Me Grow with NJ's Early Childhood Comprehensive System (ECCS) grant to ensure comprehensive, unified approach to strengthening care from pregnancy to age 5. This year, the current network of Central Intake Hubs encompasses 15 of New Jersey's 21 counties and we are seeking RTT-ELC funds to establish Hubs in the six remaining counties.

As evidenced above, New Jersey has established a comprehensive progression of health and safety standards embedded in the Grow NJ Kids Tiered QRIS that engages and empowers families; increases access to developmental screening; and introduces positive health care behaviors such as routine preventive care visits that should continue throughout a person's life. New Jersey's well established home visiting programs and the remaining expansion of the Central Intake Hubs serve as additional levers to connect families, pediatricians, and providers to better support and ultimately help high needs children achieve positive outcomes in school and life.

**(C)(3)(b) Increasing the number of Early Childhood Educators who are trained and supported on an ongoing basis in meeting the health standards**

This high quality plan includes a strong emphasis on core training to ensure that early childhood educators understand and address essential health, behavioral and developmental domains included in the health standards. The primary vehicle for these trainings is the **Training Academy** (Academy), as referenced in Section (B)(4). The Training Academy will include a menu of health related trainings for early childhood educators and other community partners working with infants, toddlers, and young children and their families starting prenatally.

In the first three to six months, the Academy also will hire three full-time Health Coordinators (with a nursing or health education background) to complete an inventory of current training programs in the state on health-related topics such as pregnancy, infant/child development, social-emotional health, breastfeeding, healthy environments, and early interventions. The Health Coordinators will develop core training modules that cover key domains of health, safety,

and social, emotional and cognitive development discussed above, as well modules that address specialized training support for staff to help special needs children, English Language Learners, migrant families, and homeless populations. Health trainings also will include hands-on skills building for developmental milestones, routine developmental screening (ASQ, ASQ: SE), hearing and vision screening, parent/caregiver-child interaction, etc.

Training offerings will include input from state agency personnel, university experts, and/or other health professionals and will integrate nationally recognized, evidence-based curricula and guidelines including:

- Bright Futures—developed by the American Academy of Pediatrics (AAP)
- Stepping Stones: Caring for Our Children—initiative of AAP, American Public Health Association, National Resource Center for Health and Safety in Child Care/Early Education
- NJ Infant Mental Health Endorsement (IMH-E)—curriculum development and implementation plan in process, based on the Michigan IMH-E model
- NJ Pyramid Model—curriculum development and implementation plan in process

The Training Academy also will explore additional health training and consultation resources from Schools of Nursing, Public Health, Health Education, Medicine, Dentistry, etc.

While we know that formal training in the Grow NJ Kids programs standards will not begin until 2014, many of our state's early learning and development programs do provide training in the evidence-based health standards described above. However, it's difficult to quantify the number of educators trained, which is one reason for the inventory project described above. Overall, our high quality plan for this section calls for the training of a minimum of 2,800 early childhood educators participating in Grow NJ Kids serving high needs children by 2018; and a minimum of 1,000 participants from other early learning and development partners (e.g. other child care centers, family child care centers, Head Start/Early Head Start sites, Home visiting staff, Early Intervention practitioners, Family Success Centers etc.) Additionally, as described below in (C)(3)(e) (on page 176) the Training Academy also will partner with IECMH experts to provide at least 200 early childhood educators serving high needs children with direct training services and resources in the Infant Mental Health Endorsement (any level) and/or Pyramid Model certification by 2017.



**(C)(3)(c) Promoting healthy eating habits, improving nutrition, expanding physical activity, and providing information and guidance to families to promote healthy habits at home**

In the first three years of life, nutritional status has serious implications for a child's future physical and mental health, academic achievement, and economic productivity. While food insecurity is harmful to any individual, it can be particularly devastating among children due to their increased vulnerability and the potential for long-term consequences (Feeding America, Child Hunger Facts, 2013). In New Jersey, far too many children miss meals and go to bed hungry because of poverty; nearly one in five children are food insecure (Community Food Bank of NJ; NJ Anti-Hunger Coalition, 2013). At the same time, a growing number of young children are impacted by the national epidemic of childhood overweight and obesity, with over one-quarter (26.7%) of children aged 2 – 5 years identified as overweight or obese (See Attachment 49, on Appendix pages 816-818). One of the main reasons for both malnourishment and obesity is that too many parents lack information, financial resources, and convenient access to affordable, healthy food choices for their children. In recognition of these troubling facts, NJ has taken several steps to promote good nutrition, healthy eating, and routine physical exercise for children in early learning and development programs, while also improving access to nutritional foods for children and families. Key steps have included: revising our child care licensing requirements, including physical fitness and nutrition activities in the Grow NJ Kids program standards; pursuing targeted grant funds that support nutrition and wellness; and expanding outreach and participation in federal supplemental food/nutrition programs (e.g. WIC, SNAP).

As noted above, the newly revised NJ Child Care Licensing Requirements now incorporate recommendations outlined by Shaping NJ, a statewide initiative that promotes healthy eating and exercise, especially in early childhood. The projects listed below are integral resources to the **NJ Plan**. These partners are helping to educate early childhood educators and families to heighten awareness of healthy eating and exercise among children and families. They also help programs think creatively about existing resources that support the nutritional needs of children.

- *Shaping NJ / Let's Move! Child Care* - a statewide effort to increase children's physical activity and promote healthy nutrition. Recommendations have been included in child care licensing and in Grow NJ Kids health standards.

- National Early Care and Education Learning Collaboratives Project – NJ is one of six states selected to participate in this project, which is funded by the CDC, Nemours Children’s Health System, and DOH (See Attachment 49, on Appendix pages 816-818).
- Child and Adult Care Food Program – Funded by the NJ Department of Agriculture, this program provides resources for school breakfast and lunch programs.

In addition, NJ is integrating the following long-standing resources into the **NJ Plan** so that families and providers have easier access to information and referral.

- WIC is the federally funded supplemental nutrition program for low-income pregnant/postpartum/breastfeeding women, infants, and children under age five.
- Supplemental Nutritional Assistance Program (SNAP) is the former “food stamps” program that serves low-income adults/families.
- Rutgers Cooperative Extension provides local nutrition education, meal planning and budgeting for families in all of NJ’s 21 counties.

These important resources are regularly accessed by early learning and development partners, such as Head Start, Home Visiting, and Family Success Centers, to help food insecure families. In addition to their primary role in referring and linking families, early childhood educators and physicians to needed resources, the Central Intake Hubs are a mechanism to work locally strengthening the integration of nutritional education and resources across primary health care practices, early learning and development programs, and other community programs to improve health, nutrition, and fitness.

**(C)(3)(d) Leveraging existing resources to meet ambitious yet achievable annual targets**

In several early learning programs - NJ Home Visiting, Head Start/Early Head Start, and state-funded preschool programs - NJ has a strong alignment of health service components with the Medicaid/NJ FamilyCare (CHIP) Early Periodic Screening, Diagnostic and Treatment requirements; and, as appropriate, with the Child Find provisions for identifying children with potential disabilities. In fact, NJ licensing standards for early learning programs require children to have a medical exam upon entry that includes immunizations, and lead testing; thus providing

a basis for the Medicaid/NJ FamilyCare (CHIP) Early Periodic Screening, Diagnostic and Treatment (EPSDT) program requirements.

New Jersey's high quality plan for this section sets targets to quantify and expand the numbers of children who:

- (1) Receive developmental screening (using the ASQ and ASQ: SE screening tool) by 2018: 87,284 (47% of high needs children);
- (2) Are referred for services based on the results of those screenings, and, where appropriate, receiving follow-up by 2018: 8,224 (4.4%); and
- (3) Will receive ongoing health care (85,257 or 45.9%); and
- (4) Are up to date in a schedule of well-child care visits, immunizations, developmental screening, etc.: (83,626 or 45%).

See Table (C)(3)-d (page 178) for the complete list of ambitious yet achievable targets based on current participant data from early learning and development programs that track these key health indicators (i.e. Head Start/Early Head Start, Home Visiting and State Preschool Programs) and the funds that will be directed toward those children with high needs.

New Jersey is carefully aligning and integrating its existing state and federal resources into the **NJ Plan** to ensure targets are met and families have access to a comprehensive system of care that supports infant, toddler and child health and development. Examples of leveraging include:

- **Early Childhood Comprehensive Systems (ECCS)/Help Me Grow:** \$140,000 per year for three years is directed to DCF from the federal Health Resources and Services Administration (HRSA). (Central Intake Hubs)
- **Administration for Children & Families (ACF) Community-Based Child Abuse Prevention** program - \$20,000 per year for three years as a match for ECCS;
- **DCF and DOH:** \$450,000 per year from DCF and \$800,000 per years from DOH for technical support for the 15 existing Central Intake Hub sites.
- **NJ Project LAUNCH** –\$800,000 per year for five years from the Substance Abuse and Mental Health Services Administration is aimed at systems integration (Central Intake Hubs)

to improve the physical, behavioral, social-emotional and cognitive development of infants and young children to age 8. Services include a special focus on Essex County.

- **Supporting Pregnant/Parenting Teens** – \$1.5M per year for four years from the federal **Office of Adolescent Health** to DCF for scaling-up health and school-based child care services for pregnant/parenting teens and link them to the Central Intake Hubs.
- **Home Visiting** – Over \$21 million the NJHV program, referenced above in (a), are supplied by three state agencies (DCF, DHS and DOH) and federal funds (ACF, TANF, HRSA MIECHV). In addition, federal Social Service Block Grant funds are allocated to reach 400 new families in counties affected by Hurricane Sandy.
- **Shaping NJ / Let's Move! Child Care** – \$490,000/year for 5 years to DOH from the Centers for Disease Control and Prevention to reach 15,000 children/families in Year 1 in early learning and development programs. Components include best practices for nutrition, physical activity, screen time limits, breastfeeding support, and family engagement to support the nutrition, obesity prevention health standards described above.
- **Oral Health** – \$50,000 from DOH to provide community and provider education to promote children's oral health, a component in Grow NJ Kids Level 5.

These initiatives, and others not mentioned here, will come together to support the priorities of the **NJ Plan** to improve the delivery of health-related services to infants, toddlers, young children and their families and specifically, to meet the targets for developmental screenings, referrals and well-child visits.

**(C)(3)(e) Developing a comprehensive approach to increase the capacity and improve the overall quality of Early Learning and Development Programs to support social emotional development**

An important aspect of the **NJ Plan** is a whole-child approach that is attuned to the social and emotional development of infants and young children. Several key strategies comprise New Jersey's work in this area:

- 1) Grow NJ Kids Tiered QRIS incorporates a progression of standards that range from parent/family and provider training on mental/behavioral health issues to administering a standard developmental screen that includes social/emotional screening.

- 2) Training Academy core curriculum will include content on infant and young children's social and emotional development, and address infant/early childhood mental health needs, services and resources (using Bright Futures, NJ Infant Mental Health curriculum, and NJ Pyramid Model curriculum).
- 3) NJ will build upon the work of evidence-based models (i.e. Early Head Start/Head Start and Home Visiting) to incorporate the principles of infant/early childhood mental health and expand use of the ASQ-SE screening tool to help identify delays/deficits in the social-emotional status of infants/young children, and link infants/young children and their families earlier to appropriate supportive services
- 4) Central Intake Hubs are a vehicle to link callers to social emotional screening providers to help identify social-emotional development. In addition, Central Intake Hubs provide linkages to mental health services, family counseling, Early Intervention, and other supports. In NJ, screening may begin as early as pregnancy with the Prenatal Screening and Risk Assessment (PRA) (See Attachment 76, on Appendix pages 983-984) to identify key demographic, medical, psychosocial and other risk factors (e.g. maternal depression, interpersonal violence, and substance abuse (4 Ps Plus–PRA pg. 2), that may impact maternal-infant attachment and infant/child social-emotional health.
- 5) DCF will sponsor a series of local Infant/Early Childhood Mental Health trainings (from November 2013 to September 2015) for early childhood educators, community partners and child welfare workers in 10 counties affected by Superstorm Sandy (October 2012). These trainings will increase early childhood educators' knowledge of the mental health needs of infants and young children and prepare interested early learning and development professionals for certification in the IMH-E and Pyramid Model.

New Jersey has a well-conceived, realistic and ambitious plan that includes a logical progression of Health Standards for participants in Grow NJ Kids and goes beyond the tiered QRIS process to ensure that all of NJ's infant and young children (and their parents/families) have access to a comprehensive system of care that promotes infant, toddler and child health from a holistic, whole child perspective. We have ambitious yet achievable targets to increase development screenings, referrals and follow-up and well-child visits. To accomplish these goals, we have high level commitments across state government for funding, leadership, expertise, and hands-on assistance that will help to ensure that children get off to a healthy start so that they are ready to

learn when they reach school entry. We also have an expert network of committed state and local, public and private partners to help us implement this high quality plan, and ensure our ability to reach children with high needs in every corner of our state.

<b>Performance Measures for (C)(3)(d) Leveraging existing resources to meet ambitious yet achievable annual statewide targets.</b>					
	Baseline and annual targets				
	<b>Baseline (Today, if known)</b> See narrative for explanation in defining baseline and setting and meeting annual targets	<b>Target for end of calendar year 2014</b>	<b>Target for end of calendar year 2015</b>	<b>Target for end of calendar year 2016</b>	<b>Target for end of calendar year 2017</b>
<b>Number of Children with High Needs screened</b>	75,399	75,399	79,169	83,128	87,284
<b>Number of Children with High Needs referred for services who received follow-up/treatment</b>	7,104 (estimated)	7,104 (estimated)	7,459 (estimated)	7,832 (estimated)	8,224 (estimated)
<b>Number of Children with High Needs who participate in ongoing health care as part of schedule of well child care</b>	73,648	73,648	77,330	81,197	85,257
<b>Of these participating children, number or percentage of children who are up-to-date in a schedule of well child care</b>	72,239	72,239	75,851	79,644	83,626
<p>[Please indicate if baseline data are actual or estimated; describe the methodology used to collect the data, including any error or data quality information; and please include any definitions you used that are not defined in the notice.]</p> <ul style="list-style-type: none"> <li>▪ <u>Head Start/Early Head Start</u> – n=15,944; actual participation numbers. Screens include: developmental, lead, vision and hearing. Data system used to track participant health data.</li> <li>▪ <u>State Preschool</u> – n=31,452; actual participation numbers. Baseline assumes that all children are required to be screened and have a physical exam for entry into preschool. Developmental screen (ESI-R - Early Screening Inventory-Revised) is required. No data system to track health data.</li> <li>▪ <u>CCDF</u> – n=23,849; actual participation numbers. Baseline assumes that all children are required to be screened and have a physical exam for entry into preschool. Number of children in Grow NJ Kids is a</li> </ul>					

<b>Performance Measures for (C)(3)(d) Leveraging existing resources to meet ambitious yet achievable annual statewide targets.</b>					
	Baseline and annual targets				
	<b>Baseline (Today, if known)</b> See narrative for explanation in defining baseline and setting and meeting annual targets	<b>Target for end of calendar year 2014</b>	<b>Target for end of calendar year 2015</b>	<b>Target for end of calendar year 2016</b>	<b>Target for end of calendar year 2017</b>
<p>subset of this total. No data system to track health data.</p> <ul style="list-style-type: none"> <li>▪ <u>Home Visiting</u> – n=4565; actual participation numbers. Screens includes: developmental (ASQ &amp; ASQ:SE), lead (Note: only Parents As Teachers requires vision &amp; hearing) Data systems used to track participant health data.</li> </ul> <p>Projections in Years 2015 through 2017 are estimated based on a minimum of a 5% increase in subsequent years.</p>					

**(C)(4) Engaging and supporting families.**

The extent to which the State has a High-Quality Plan to provide culturally and linguistically appropriate information and support to families of Children with High Needs in order to promote school readiness for their children by--

(a) Establishing a progression of culturally and linguistically appropriate standards for family engagement across the levels of its Program Standards, including activities that enhance the capacity of families to support their children's education and development and help families build protective factors;

(b) Increasing the number and percentage of Early Childhood Educators trained and supported on an ongoing basis to implement the family engagement strategies included in the Program Standards; and

(c) Promoting family support and engagement statewide, including by leveraging other existing resources, such as home visiting programs, family resource centers, family support networks, and other family-serving agencies and organizations, and through outreach to family, friend, and neighbor caregivers.

**(C)(4)**

There is no substitute for a nurturing, engaged, and equipped family when it comes to preparing a child to learn. All parents want the best for their young children, but barriers (e.g. economic, geographic, language and culture) and day-to-day stressors may impede their ability to achieve this goal. Overcoming these barriers and engaging parents is often challenging, but as we have learned from the legacy of Head Start and many exemplary home visiting and family support programs in New Jersey, effective partnerships with parents/families enhances early learning and development. In fact, it is now widely accepted that parent/family involvement is an essential component of evidence-based practice; necessary for successful program planning, implementation and achievement of desired child and family outcomes.

New Jersey was an early adopter of the principles and practice of family engagement that led to an extensive Interdepartmental collaboration and development of NJ's Standards for Prevention Programs: Building Success through Family Support in 2003 (See Attachment 52, on Appendix pages 829-831). We became one of the first states to promote the widespread understanding of the principles of family engagement, family support and protective factors by providing introductory training across settings including early learning and development programs, home visiting, social service agencies, family resource centers (known in NJ as Family Success



Centers), and child welfare partners. In 2006, NJ began our journey to implement Strengthening Families (SF) Early Care and Education (now referred to as Strengthening Families: A Protective Factor Framework) by utilizing the CCR&Rs to provide the training and technical support to selected child care centers across the state.

Strengthening Families is notable in its strength-based approach that truly fosters resiliency among parents and engages families as participants in promoting their children's development. The emphasis upon positive social connections is also a key element and allows for families from different cultural and linguistic backgrounds to engage with their community. These supportive relationships give parents a voice to share their family heritage while also contributing to their own child's development at the child care center. This framework empowers parents to equip themselves and their children to succeed in the larger community. To date, about 400 child care centers and 50 family child care providers have participated in NJ's Strengthening Families trainings.

New Jersey will expand upon the above training and, through the County Councils for Young Children (CCYC), establish new avenues for family engagement and leadership. The local CCYC will allow for the development of services and supports that respond to the diversity and needs of New Jersey's many different neighborhoods and communities. In addition, a successful family engagement strategy also means educating parents on important early learning and development milestones their child should be meeting (See Section (C)(1) page 154); connecting them to needed health care services, screenings, and routine well-child care (C)(3), page 164; and providing them with information about how to access high quality early learning program settings (B)(2), page 114 and (B)(4), page 131. We've incorporated those activities in this high quality plan as well.

<b>STATE HIGH QUALITY PLAN for Engaging and Supporting Families</b>
<b>Goal Statement</b>
New Jersey's entire network of early learning and development programs embrace parents, families and other caregivers as essential partners in ensuring high quality care for infants and young children. A special focus of family engagement will be to effectively engage families of

children with high needs <i>and encourage a culture of respect for NJ's culturally and linguistically diverse populations.</i>		
<b>Desired Outcomes by 2018</b>		
<ul style="list-style-type: none"> <li>✓ 1790 early learning and development programs are using an evidence-based progression of statewide family engagement standards as established in the Grow NJ Kids Tiered QRIS. Year 1: 4,001 (including test-drive participants) Year 2: 3,553 Year 3: 3,553 Year 4: 3,553</li> <li>✓ 2,800 early childhood educators and many other community partners (e.g. Family Success Centers, home-visiting etc.) are using the Family Engagement Standards.</li> <li>✓ 21 County Councils for Young Children (CCYCs), parents, families and communities will have a direct voice in shaping practices, programs and policies across sectors (health, education, family support/social services, child welfare).</li> </ul>		
<b>Key Strategies</b>	<b>Timeline</b>	<b>Responsible Parties</b>
<b>Family Standards Roll-out</b>		
Implement family engagement standards contained in the Grow NJ Kids Tiered QRIS by completing Test Drive and launching roll-out according to the plan described in Section (B)(1) and (B)(2).	2014-2018	DHS, DOE, HS/EHS
Each Grow NJ Kids site will complete the Strengthening Families self-assessment to determine their status in addressing Family Engagement Standards.	First year in Grow NJ Kids	DHS, DOE, HS/EHS
Complete the online family portal section of Grow NJ Kids (all supporting agencies' websites will have Grow NJ Kids/Family Portal link.)	9/2015-2/2016	IPG
QIS review site-specific Quality Improvement Plans to identify connect sites to training and resources to reach next level in Grow NJ Kids.	First year in Grow NJ Kids	DHS, DOE, HS/EHS
Programs in Grow NJ Kids will receive orientation about local County Councils for Young Children to promote parent/family and site participation.	First year in Grow NJ Kids	DCF
<b>Training in the Family Standards</b>		
Year 1: Develop family engagement modules and train at least 400 early childhood educators participating in Grow NJ Kids (based on 56 new sites) Year 2: Refine family engagement modules; train at least 800 EC educators (based on 417 new sites) Year 3: Continue training at least 800 EC educators per year (based on 439 new sites) Year 4: Continue training at least 800 EC educators per year (based on 439 new sites)	2014-2018	Training Academy

Offer trainings to all other early learning and development partners (e.g. Home visiting staff, Early Intervention staff, Family Success Centers etc.)	2015-2017	Training Academy
Review available Family Engagement training tools and resources that are responsive to child/parent/family socio-demographic, cultural and linguistic diversity.	By 3/2014	Training Academy
Develop and implement a uniform curriculum for family engagement that integrates research-based principles and practices from expert national sources	By 6/2014	Training Academy
Complete crosswalk between SF Protective Factors Framework, Head Start Parent, Family, and Community Engagement Framework, Family Development Empowerment Skills for Family Workers) to align messages about family engagement, eliminate redundancy and duplication in Grow NJ Kids assessment tools.	By 9/2014	Training Academy
Provide universal access to early learning and development partners for the <u>online</u> SF Protective Factors training as a foundational training to introduce the concept of family engagement.	2014-2017	Training Academy
Build in-state Train-the-Trainer (TOT) capacity within the Training Academy.	By 6/2014	Training Academy
Collect data and evaluate the reach and impact of the Family Engagement training component; include data in NJ-EASEL, early learning data warehouse.	2014-2018	Training Academy
<b>Reaching Families through County Councils</b>		
Issue RFP to identify local lead agencies to establish County Councils for Young Children in each county that build working relationships between families, early learning programs, health, early intervention, and other community services.	By 3/2014 and ongoing	DCF
<b>Parent/Family Engagement and Recruitment</b>		
CCYCs recruit parents directly. Include outreach that engage hard-to-reach parents/caregivers (e.g. fathers, grandparents, immigrants, migrant workers, military services members, etc.)	2014-2015	CCYC Lead
Provide parents with an orientation, ongoing mentoring, and leadership training opportunities through both a Parent Leadership Institute and Peer Leader Network.	2014-2018	CCYC Lead
Provide concrete supports to enable parent/family participation, (e.g. childcare, transportation, light meal, and/or other incentives.)	2014-ongoing	CCYC Lead
<u>2014</u> – CCYC participation includes local stakeholders and at least 20% of participants are parents who reflect the community’s diversity <u>2015</u> - Refine/strengthen CCYC participation by ensuring at least 30% of participants are parents representative of community. <u>2016</u> - Refine/strengthen the statewide network of CCYCs by ensuring at least 40% of participants are parents representative of the community. <u>2017</u> - Ensure the now fully operational statewide network of CCYCs are working seamlessly with CCYCs; ensure at least 50% of participants are parents representative of the community.		CCYC Lead

Produce 6,000 family-friendly versions of the NJ Birth to Three Early Learning Standards and the NJ Preschool Teaching and Learning Standards booklets in multiple languages and formats.	By 12/2014	HS/EHS
Create a library of video clips of infants, toddlers and preschoolers engaged in the skills captured by the standards and illustrate what infants, toddlers and young children know and are able to do.	9/2014-8/2015	NJCYC
Launch statewide marketing campaign (tailored for multiple home languages) to educate families, community on Grow NJ Kids.	6/2014	DHS, NJCYC

#### **(C) 4) (a) Progression of Culturally/Linguistically-appropriate Family Engagement Standards**

**The NJ Plan** is rooted in a strengths-based, research-informed approach to family engagement and support that encompasses the five protective factors—parental resilience, social connections, concrete support in times of need, knowledge of parenting and child development, and social-emotional competence of children—that help to promote a child’s optimal development and well-being within the family environment (See Attachment 52, NJ Standards for Prevention Programs Summary, on Appendix pages 829-831). As described above, a growing number of NJ early childhood partners are actively embracing family engagement principles in the course of their work, and viewing infants and young children in the broader context of the family and community.

As part of the Grow NJ Kids design described in Section (B)(1), page 99, the state has included a logical progression of attainable family engagement standards for all early education and development programs. The standards incorporate family engagement principles and practices from two primary sources: 1) Strengthening Families: A Protective Factors Framework (See Attachment 25, on Appendix pages 610-611) (in the CCR&Rs, child care centers and family child care providers); and the 2) Parent, Family and Community Engagement (PFCE) Framework (Head Start programs) (See Attachment 26, on Appendix pages 612-614). These nationally endorsed guidelines include successful activities that enhance the capacity of families to support their children’s education and development, and help families build protective factors—a key reason we chose to use them for our standards development.

This high quality plan also emphasizes the need for early learning and development programs and community partners to pay careful attention to cultural, linguistic and other population

attributes that may impact the ability to develop effective, two-way relationships with children, parents, and extended family. Given our state’s diverse population—NJ is ranked as the 7<sup>th</sup> most diverse state in the nation (Study New Jersey, U.S. Commercial Service, 2013)—a cornerstone of this plan goes beyond the basics of oral and written translation by providing funds and leaders to build local partnerships (e.g. County Councils and Family Success Centers – described below) that connect early learning and development programs and other community partners which extend outreach to migrant and ELL families, among other high needs populations.

NJ’s family engagement standards are introduced in Grow NJ Kids at Level 2, which calls for center-based sites to complete the Strengthening Families Self-Assessment (See Attachment 53, on Appendix pages 832-852) and a comparable self-assessment for family child care providers (See Attachment 54, on Appendix pages 853-866). The requirements increase as sites progress through the levels. Below are a few examples that demonstrate the progression of standards for family and community engagement:

	<b>NJ’s progression of standards for ensuring family and community engagement.</b>
Level 2	Complete the SF Self-Assessment tool to inform the family & community engagement section of the site’s quality improvement (QI) plan.
Level 3	Center: engage newly enrolled families to complete Protective Factor (PF) Survey and use results to identify QI needs and to inform center policies regarding parents and families; holds at least two parent/family group meetings annually to engage and support families’ participation in their child’s education, provide input and advice on the Center’s QI plan, center policies, procedures and practices, and improved parent-staff communication; identified at least one parent to participate in the CCYC; held at least two family education workshops; has culturally/linguistically-appropriate parent handbooks & materials.
Level 4	Center: has annual review and updates SF Self-Assessment and QI plan; hold at least 3 parent/family groups meeting annually and actively provide input and advice on QI plan, center policies, procedures, practices and improved parent-staff communication; identifies at least two parents to participate in CCYC; offers at least 2 home visits to all enrolled families and completes both visits with at least 60% of enrolled families.
Level 5	Center fully integrates the SF principles and 7 core strategies in their work with children & families. Center staff & families collaborate with community partners to create a support system that is responsive to parent/families culture, needs and goals.

New Jersey will provide program quality data (both through licensing and Grow NJ Kids), a “Consumer Report”, to families. The Consumer Report data will be accessible by building upon existing points of contact with families. This Consumer Report will be an additional platform for

family engagement. NJ will do this through The Grow NJ Kids' Family Portal. By February 2016 the Grow NJ Kids website will centralize all Tiered QRIS related information from all state agencies and seek out programs in their local area; view licensing and registration data, program/educator data and more. The Family Portal will be web-based. (See more details in: (B)(3).

New Jersey expects the initial implementation of Grow NJ Kids to be a dynamic and evolving process. Enhancements will be led by the NJCYC with specific Family Engagement additions to include father involvement, intergenerational activities, and adult/ family literacy. These updates will occur following the test drive of Grow NJ Kids in Year 1. (See Section (B)(1), page 99). We also plan to solicit ongoing parent and local stakeholder input through the County Councils for Young Children (see below) about how well programs participating in Grow NJ Kids are integrating families into decisions making about their children's overall health, learning and development.

**(C)(4)(b) Increase Early Childhood Educators trained in family engagement strategies**

Ensuring that early childhood educators apply best practices for effective family engagement in their work with children and families is critical to our success in improving early learning outcomes. The Training Academy (See Section (B)(4), page 131) will include family engagement as a key training component. The Training Academy will utilize the SF Protective Factors Framework as the foundation for Family Engagement training of educators and key staff. NJ will train 400 early childhood educators in Year 1 and 800 in Years 2-4 for a total of 2,800 early childhood educators trained over the period of the grant. Following the grant period NJ is confident will have built the capacity to continue trainings as needed.

NJ's Training Academy will provide two core training strategies to ensure wide spread access: 1) online SF Protective Factors Framework curriculum offered by the National Alliance of Children's Trust & Prevention Funds (See Attachment 25, on Appendix pages 610-611) for early childhood educators (both center-based and family child care) and 2) face to face, train the trainer, SF Protective Factors workshops facilitated by nationally respected trainers to build in-state capacity. This train the trainer strategy will then allow NJ to expand in person training to

front line workers in a range of early learning and development settings. By Year 2, New Jersey will be fully equipped to ensure the integration of the SF Protective Factors Framework into the early childhood training menu.

In several settings, SF training will be supplemented by other resources to meet specific program requirements—i.e., Head Start/Early Head Start staff use the Parent, Family and Community Engagement (PFCE) Framework; Family Workers and Coordinators (state-funded preschools) and Family Success Centers earn the Family Development Credential based on the Empowerment Skills for Family Workers curriculum (See Attachment 55, on Appendix pages 867-877); and all of NJ’s evidence-based Home Visiting models integrate family engagement strategies in their core curriculum. The Training Academy’s core training module (above) on the Family Engagement Standards will draw from these nationally recognized sources as well.

One concern that will be addressed in successive years will be to ensure a singular message for the participants of Grow NJ Kids and other early childhood partners. New Jersey will take steps to align messages about family engagement, eliminate redundancy and duplication in Grow NJ Kids assessment tools, and reduce the potential for conflict and confusion about family engagement resources. Fortunately, this aspect of NJ’s plan will be augmented by national leaders who are in the process of completing a crosswalk of the Strengthening Families Protective Factors Framework (Center for the Study of Social Policy); Parent, Family and Community Engagement (PFCE) Framework (Office of Head Start National Center), and other standard assessment tools that include family engagement indicators (e.g. ITERS, ECERS).

NJ’s high quality plan for this section also ensures that family outreach professionals working in other settings that interact with young children and their families have equally easy access to quality training and ongoing support through the Training Academy. Therefore, Family Engagement trainings will be open to staff in related settings—Community Health Workers, Special Child Health Services, Early Intervention (Part C), Special Education (Part B), Family Success Centers, Child Welfare, Foster Care, and others—where health and supportive services are provided to parents/families of infants and young children.

NJ will work with key partners to collect data and evaluate our progress in enhancing family engagement by tracking: a) the number of early childhood educators trained in family engagement standards; b) how the standards are being used by early learning and development staff (SF Self-Assessment and technical assistance observations and reports); c) our reach to children and families (enrollment/participation data); and d) impact on families using the SF Protective Factors Survey (web-based data system to track survey results). As the current lead for Strengthening Families, existing DCF staff will work closely with the Training Academy, the IPG, and other partners to guide the phase-in of core training, and oversee data collection and evaluation. This information will be added to the NJ-EASEL, the state's early learning data warehouse (See Section (E)(2), page 218).

**(C)(4)(c) Leverage resources to promote family support and engagement statewide**

A central feature of the **NJ Plan** is the creation of a statewide network of 21 local County Councils for Young Children (CCYCs), which will serve as local advisory boards comprised of parents/families, health care providers, early childhood educators, social service agencies and other local stakeholders (churches/faith-based organizations, businesses, civic groups, etc.). Participation in the formation of the CCYC will extend to all related early childhood/family programs in NJ. The CCYCs will actively seek family engagement, mentor parents in leadership roles, and promote community action to improve the health, education and well-being of children. The CCYC will be inclusive and reflective of the different races, languages, and cultures of the families with young children in the county and ensure that the voices of families of children with high needs are represented and heard.

New Jersey is confident that a statewide network of CCYCs is an effective vehicle for establishing and sustaining parent and community involvement across sectors to ensure attention to the needs of young children and their families—health, education, safety and security. Over the past year, with start-up funds from the NJCYC, state leaders from DOE (Early Childhood and Head Start) and DCF (Early Childhood, Strengthening Families) laid the groundwork to develop and test the CCYC concept in Cumberland County. Presently, a modest grant (\$65,000) from DCF helps to support a local lead agency (Inspira Health) (See Attachment 56, on Appendix pages 878-879) for the Cumberland CCYC to provide community-based coordination



and outreach (bilingual/bicultural) and foster the collaboration of parent/family engagement and local stakeholder involvement. The lead agency was selected by a RFP process (See Attachment 57, on Appendix pages 880-901).

New Jersey is requesting nearly \$6 million in RTT-ELC funding to support the development of local councils across all 21 counties over the next four years. Funding is essential to help establish a strong foundation, infrastructure and outreach to families. DCF's Strengthening Families program will be the conduit for local funding and council development, providing oversight, technical assistance (parent/partner recruitment, parent/community cafes, etc.) and evaluation. NJ's plan for sustainability is realistic and attainable. By the end of Year 4, the state's network of local Councils will be well established and able to meet a state requirement to operate with 50% of local support. For the remaining 50% of funding, DCF will seek approval to repurpose current prevention funds—federal CBCAP dollars, NJ Children's Trust Fund, and/or DCF Strengthening Families state funds—to continue the work and influence of all 21 Councils. In addition, New Jersey will create a Parent Leadership Institute and Peer Leader Network to support families who seek to take positions on the County Councils as parent representatives and develop them as leaders.

Family engagement and parent leadership development are core strategies in most of the state and federally funded child/family programs. These funding resources are considered leveraged funds since they support the goals of the **NJ Plan** to enhance the well-being of infants/children and families. All of these programs provide outreach to families, educate families about their role as their child's first and most important teacher, provide linkages to other needed services/supports, and work with parents/families ensure positive transitions for infants/young children—from home visiting to center-based child care, from preschool/Head Start to kindergarten, etc.

The following partners support family engagement in the **NJ Plan**, and will participate in local efforts by identifying at least one parent and staff person to join the CCYC:

- **NJ Head Start:** HS/EHS programs have been trained in the HS Family Collaboration standards and are core partners in helping to better engage families at the community level.

- **Child Care Resource and Referral Agencies (CCR&Rs)/Strengthening Families NJ:**  
DCF provides \$500,000 a year for a partnership between DCF, DHS and CCR&Rs to use the SF Framework with a selection of early learning programs in 21 counties to engage families. About 400 centers have been trained by CCR&Rs.
- **State-Funded Preschool / Family Workers:** Partnership between DOE and DHS (\$18.5 million/year) provides direct parent/family outreach and engagement in state-funded preschools. Nearly 600 Family Outreach Workers complete the Family Development Credential, and supplemental SF training in their work with families (27,000 children).
- **Early Childhood Advisory Councils (ECACs)** –State Preschools Program ECACs include community partners and parents to support the transition of children through 3<sup>rd</sup> grade. The ECAC Community Parent Involvement Specialist evaluates the needs of families and coordinates resources services. Participation on the CCYC provides a link to school districts.
- **Home Visiting:** (See Section (C)(3)(d), page 176).
- **NJ Project LAUNCH:** (See Section (C)(3)(d), page 175).
- **Central Intake in 15 counties:** (See Section (C)(3)(d), page 175).
- **Community Health Workers (CHW):** Outreach by CHWs will also include links to needed early learning resources and support (DOH funding).
- **Supporting Pregnant/Parenting Teens:** Services focus on engaging teen mothers, fathers, and extended family (grandparents).
- **Statewide Parent Advocacy Network (SPAN):** SPAN works to strengthen state and local service coordination for families of infants/young children. County-based Family Resource Specialists are parents of children with special needs, and are effective advocates in helping to engage other parents/families of children with special health and educational needs.
- **Family Success Centers:** DCF funded family resource centers in all 21 counties provide information, education and wrap-around service referrals for families, e.g. links to insurance; employment; budgeting, nutrition, housing; parent education; parent-child activities; fatherhood support, grandparent support and more. FSCs closely partner with the CCYC.
- **State/Community Libraries:** The NJ State Library and local branches promote parent/child interaction and support family literacy (See Invitational Priority). Participating local libraries will use Every Child Ready to Read early literacy toolkits; provide parent information on

Grow NJ Kids, and as suited, host CCYC meetings (See Attachment 20, Letters of Support, on Appendix pages 438-556).

- **Learning Resource Center Network (LRC):** State and local CCYCs will have access to the LRCs, which provide information and resources for families of children with disabilities.
- **NJ ParentLink Website:** NJ ParentLink provides online access for families to information and services; posts information updates on Grow NJ Kids; and, meeting notices for CCYCs.

Additionally, the **NJ Plan** includes dedicated RTT-ELC resources for a statewide marketing/communications campaign (aligned with Grow NJ Kids and detailed in Section (B) (2)) to ensure our success in reaching children with highest needs, their parents/families, and communities. Communications will include: 1) signing up for child care subsidies; 2) enrolling in state preschool programs; 3) registering in Early Head Start and Head Start; 4) enrolling in evidence-based HV programs; 5) using the Central Intake Hubs (See Section (C)(3) and (C)(4)), and of course, 6) Information about participation in, and the impact of, Grow NJ Kids. This campaign will include traditional public service announcements, mailings, and social media outreach; series of community-based conversations with families in high need neighborhoods; and collaboration with private community partners, and others who can help promote events, raise awareness, and reinforce messages. The campaign is based on strategies identified in the NJCYC's "More than Marketing: A New Jersey Study on Outreach to Underserved Populations, Ages Birth to Five" study (See Attachment 31, on Appendix, pages 642-645).

In addition, (following the national crosswalk from the Center for Study of Social Policy, National Head Start Office and others, as referenced above), the NJCYC will publish a Family Engagement Guide for distribution to early learning programs and other early childhood partners and post this uniform set of Family Engagement Standards on NJ Parent Link and other early childhood partner websites. Additionally, the **NJ Plan** calls for the production of 6,000 family-friendly versions of the NJ Birth to Three Early Learning Standards and the NJ Preschool Teaching and Learning Standards booklets in multiple languages and formats. To help all parents further understand these standards, but with a specific target on households where the primary language is not English, New Jersey will create and disseminate a library of video clips of infants, toddlers and preschoolers engaged in the skills captured by the standards to illustrate their use and meaning. We will distribute the materials (or links to online versions) through early

learning and development programs, the state marketing campaign, CCYCC, Family Success Centers, pediatrician offices, schools, home visiting programs, local parent councils, CCR&Rs, and through text messaging.

**(D)(1) Developing a Workforce Knowledge and Competency Framework and a progression of credentials.**

The extent to which the State has a High-Quality Plan to--

- (a) Develop a common, statewide Workforce Knowledge and Competency Framework designed to promote children's learning and development and improve child outcomes;
- (b) Develop a common, statewide progression of credentials and degrees aligned with the Workforce Knowledge and Competency Framework; and
- (c) Engage postsecondary institutions and other professional development providers in aligning professional development opportunities with the State's Workforce Knowledge and Competency Framework.

**(D)(1) Developing a Workforce Knowledge and Competency Framework and a progression of credentials.**

New Jersey has a longstanding commitment to setting high standards in developing a skilled early childhood workforce. We understand that in order to ensure that all high-needs infants and young children in New Jersey have access to high quality early learning experiences, the state needs a qualified and educated workforce. Developing and sustaining such a workforce depends on an aligned, high quality system of professional development and preparation that is accessible to a range of job roles from entry level paraprofessional to administrator and specifically addresses training for children with diverse developmental levels, languages, and cultural backgrounds.

New Jersey has continued its investment and commitment to strengthening the NJ Core Knowledge and Competencies Framework. Specifically, over the past 24 months, the Workforce Subcommittee of the New Jersey Council for Young Children has carried out two integral projects to comprehensively revise and improve its existing NJ Core Knowledge and Competencies Framework. These projects included: 1) Strengthening the statewide NJ Core Knowledge and Competencies Framework (Framework or WCKCF) and 2) Mapping and evaluating the quality of professional preparation and professional development opportunities for the early childhood workforce in New Jersey.

New Jersey has revised its NJ Core Knowledge and Competencies Framework, which contains all the elements required by the application definition, addresses identified gaps and recommendations from two projects, aligns with the statewide career lattice, and engages

postsecondary institutions and other professional development providers in aligning professional development opportunities to the revised Framework.

<b>STATE HIGH QUALITY PLAN</b>		
<b>Developing a Workforce Core Knowledge and Competency Framework and a progression of credentials</b>		
<b>Goal Statement</b>		
<p>New Jersey's goal is to:</p> <ul style="list-style-type: none"> <li>➤ Implement a Workforce Core Knowledge and Competency Framework and progression of credentials, which promotes workforce quality by coordinating career pathways and standards for early childhood professionals working with children birth to age eight and in afterschool programs.</li> <li>➤ Cultivate and lead a coordinated, integrated, statewide professional development system that is aligned with the Framework and advances professionals' knowledge, skills, education and career pathways leading to a qualified workforce.<sup>29</sup></li> </ul>		
<b>Desired Outcomes by 2018</b>		
<ul style="list-style-type: none"> <li>✓ Finalize the revisions of the 3<sup>rd</sup> edition NJ Core Knowledge and Competencies Framework and Career Lattice.</li> <li>✓ Integrate the 3<sup>rd</sup> edition NJ Core Knowledge and Competencies Framework and Career Lattice into both credit and noncredit bearing professional development and coursework across all sectors.</li> <li>✓ Use the Workforce Registry to track the content being taught and to determine the extent to which it is aligned with the Framework.</li> <li>✓ Conduct a follow-up Higher Education Inventory to examine the impact of NJ's alignment and integration effort on the state's course offerings and make any necessary adjustments.</li> </ul>		
<b>Key Strategies For Each Outcome</b>	<b>Timeline</b>	<b>Responsible Parties</b>
<b>Finalize the revisions of the 3<sup>rd</sup> edition NJ Core Knowledge and Competencies Framework</b>		
Convene the cross-sector subcommittee to finalize the revisions and to ensure job specific sections are complete. Expand subcommittee, as needed.	1/2014 – 5/2014	Workforce Committee
Complete review and/or addition of glossary, crosswalks, and other unfinished components of the framework.	1/2014 – 5/2014	Workforce Committee
Solicit feedback from PD providers such as CCR&Rs, trainers, and faculty from two- and four-year institutions of higher education through a survey and interviews.	1/2014 – 5/2014	Workforce Committee

<sup>29</sup> Professional Impact New Jersey's(PINJ) Strategic Plan, 2012. PINJ manages New Jersey's NJ Registry for Childhood Professionals (also called Workforce Registry and "Registry One").

Designate a writer to give the document a single “voice” and finalize the document for distribution.	5/2014-6/2014	Workforce Committee Consultant
Create a document that describes the changes to the Framework, related background information, and resources for all sectors of workforce preparation providers.	7/2014-8/2014	Workforce Committee
Include the revised Framework in the Workforce Registry.	9/2014	Professional Impact of NJ
<b>Integrate the Framework into both credit and noncredit bearing professional development and coursework across all sectors.</b>		
Hold four regional meetings with early childhood workforce preparation providers to introduce changes to the Framework and to begin getting buy-in.	9/2014	Workforce Committee
Engage higher education in using the Competency Framework as guidance for coursework by linking the Competency Framework to the review process that is part of the Department of Education credentialing requirement.	9/2014-12/2017	Workforce Committee and DOE
<b>Use the Workforce Registry to track the content being taught and to determine the extent to which it is aligned with the Framework and addresses the identified gaps.</b>		
Work with the New Jersey Commission of Higher Education to engage the Deans of early childhood workforce preparation colleges and universities to encourage their faculty to register in the Workforce Registry.	1/2014 – 5/2014	Workforce Committee Commission of Higher Education
Require that PD and coursework providers in the Training Academies and Quality Improvement Specialists register in the Workforce Registry prior to providing training.	6/2014 – ongoing	Head Start, DOE, DHS, DCF
<b>Conduct a follow up <i>Higher Education Inventory</i> to examine the impact of NJ’s alignment and integration efforts.</b>		
Administer the Program and Faculty Modules of the Higher Education Inventory to monitor the impact of efforts	12/2015	Contractor
Administer the entire Higher Education Inventory to assess efficacy of efforts and the extent to which gaps have been filled and to address any areas of need.	9/2017	Contractor

**(D)(1)(a) Develop a common, statewide Workforce Knowledge and Competency Framework designed to promote children’s learning and development and improve child outcomes**

New Jersey has had a common, statewide, fully implemented NJ Core Knowledge and Competencies Framework since 2001. We continue to strengthen the coordinated system of competencies, credentials, degrees, professional development, and career advancement opportunities across agencies and in partnership with the state’s postsecondary institutions in order to equip our early childhood workforce with the necessary tools to promote children’s

learning and development and improve child outcomes. To ensure the NJ Core Knowledge and Competencies Framework reflects current research and meets the needs of its expanding workforce, New Jersey regularly examines and revises the Framework.

In 2011, the Workforce Preparation Committee of the NJCYC took on the task of strengthening the statewide NJ Core Knowledge and Competencies Framework. The Committee includes two- and four-year college and universities, CCR&R staff, private professional development providers, school districts, state agency staff, and professional organizations such as Coalition for Infant and Toddler Educators, and NJ Association for Teacher Educators (Attachment 68, Committee Membership).

The committee reviewed the research on maximizing infants and young children's learning and development, particularly for children from diverse cultural and linguistic backgrounds (Castro, Ayankoya, & Kasprzak, (2011); Copple & Bredekamp, (2009); Derman-Sparks, & Edwards, 2010; Whitebook, & Ryan, (2011)). The Committee also examined other learning and program standard documents used within particular early childhood sectors (i.e. Early Head Start, Head Start, the NJ Birth to Three Early Learning Standards, the Preschool Teaching and Learning Standards, Grow NJ Kids, State Preschool program standards). The Committee reviewed the core knowledge and competencies frameworks of numerous states. Their review identified gaps in the content being addressed in the 2<sup>nd</sup> edition Framework. Subsequently, the Committee revised the Framework to add core knowledge areas and create a leadership strand. For example, the 3<sup>rd</sup> edition Framework specifically strengthened: 1) Guiding children's behavior through programs such as Pyramid; 2) Working with special needs populations; 3) Working with English language learners; 4) Teaching math and science concepts and skills to young children; 5) Differentiation of core knowledge and competencies for educational leaders; and 6) Working with infants and toddlers.

The 3<sup>rd</sup> edition Framework (See Attachment 13 for the NJ Core Knowledge and Competencies Framework, on Appendix pages 279-346), which will be finalized and distributed by June 2014, addresses each of the elements outlined in the definition of "Workforce Knowledge and Competency Framework" found in the Definitions section of this application (Section III). In



addition to the core knowledge and competencies, the revised Framework will be integrated into the New Jersey's Registry (Attachment 58, on Appendix pages 902-909), is already aligned with the Career Lattice and Instructor's Approval System (Attachment 24, on Appendix pages 608-609). The Framework is cross walked with the Birth to Three Early Learning Standards, the Preschool Standards, the Tiered QRIS, the Head Start Early Learning Framework, CDA Standards, NAEYC Standards, and NAFCC Standards (Attachment 44, on Appendix pages 800-809).

The Framework is designed to be comprehensive, representing a full complement of common, statewide standards for the knowledge and skills expected from both practitioners responsible for the care and education of young children in programs and for early childhood leaders. The Framework spans services birth through age 8 and addresses 7 core knowledge and competencies in: 1) family and community relationships, 2) child development, 3) teaching and learning (environment, child assessment, curriculum, interactions and approaches), 4) diversity in the classroom, 5) child wellness (health and safety, nutrition, physical activities), 6) becoming a professional, and 7) early childhood leadership. Each competency includes a statement that establishes the significance of the content area to the early childhood field and a detailed list of required knowledge in each content area. The competencies for any given position incorporate all the competencies of previous positions and are considered a cumulative continuum for professional growth and development.

The Framework covers the following three positions: 1) early childhood practitioners who work with infants and young children (e.g. lead teachers, assistant teachers, head teachers), 2) leaders (e.g. supervisors, directors, and other program administrators); and 3) professionals working with training organizations and teacher preparation programs (e.g. trainers, college professors, and field supervisors). The competency levels are intended to help professionals assess their skill level and understanding of early childhood best practices. For example, under Curriculum at Level 1, the practitioner assists in planning curriculum aligned to learning goals in the Framework.

The high quality plan outlines the next strategies for New Jersey to finalize the 3<sup>rd</sup> edition Framework by June 2014, which include:

Convene the cross-sector subcommittee to finalize the revisions and to ensure job specific sections are complete. Expand subcommittee, as needed.
Complete review and/or addition of glossary, crosswalks, and other unfinished components of the framework.
Solicit feedback from PD providers such as CCR&Rs, trainers, and faculty from two- and four-year institutions of higher education through a survey and interviews.
Designate a writer to give the document a single “voice” and finalize the document for distribution.

**(D)(1)(b) Develop a common, statewide progression of credentials and degrees aligned with the Workforce Knowledge and Competency Framework**

New Jersey has a common statewide progression of credentials (the NJ Career Lattice) that are directly aligned with the NJ Core Knowledge and Competencies Framework. Based on the reviews described in (D)(1)(a) and (D)(1)(c), New Jersey recently revised its NJ Career Lattice. The following table provides a summary of the recently revised NJ Career Lattice’s new components.

<b>2013 NJ Career Lattice</b>
Allows member to advance in level based on attainment of an early childhood or related national credential, state-approved certificate, or college degree from a regionally accredited institution of higher learning.
Focuses on formal education and national credentials and/or state approved credentials, certificates or approvals in early childhood education or related fields to calculate level on the Lattice.
Has 5 levels.
Does not include experience in the field in calculating the member’s level.
Is easy to read and understand.
Provides for easy placement of member on a level.
Does not require “notes” section.
Customizes renewal requirements to individual’s job title: <ul style="list-style-type: none"> <li>- 20 hours per year submitted every three years (total 60 hours) for instructional staff.</li> <li>- 10 hours per year submitted every three years (total 30 hours) for assistant teachers, family child care providers, and non-instructional staff.</li> </ul>
Requires submission of education documentation with initial application; training documentation is optional.

New Jersey’s early childhood professionals have access to six credentials; each is integrated into the NJ Career Lattice and NJ Core Knowledge and Competencies Framework. The six

credentials, which specifically focus on early care and education, are offered through a range of institutions and include:

<b>Child Development Associate (CDA):</b> a national credential administered by the Council for Professional Recognition in Washington, D.C.
<b>Certified Child Care Professional (CCP):</b> a national credential administered by the National Child Care Association in Washington, D.C.
<b>New Jersey Infant/Toddler Credential:</b> administered by the Coalition for Infant/Toddler Educators (CITE) and Professional Impact New Jersey (PINJ).
<b>Child Development Specialist (CDS):</b> a credential to enhance the skills of teachers and assistants working in child care and preschool centers.
<b>Preschool to third grade standard teaching license (P-3):</b> administered by the New Jersey Department of Education; and
<b>New Jersey Administrators' Credential:</b> a statewide credential administered by Professional Impact New Jersey and recognized by the National Association for the Education of Young Children (NAEYC).

New Jersey's Career Lattice addresses education and professional development needs along with the baseline work experience expected of entry level teaching assistants with a high school diploma or GED through to those who have a doctoral degree and those that may be teacher educators or program administrators. The progression of credentials is clear, reflects state and national standards, and the existing courses of study in New Jersey institutions of higher education. NJ will update the Career Lattice as new courses of study are offered.

New Jersey's Registry houses data on the qualifications of early childhood professionals. Professional Impact NJ (PINJ), the state's professional development institute, oversees the NJ Registry (Attachment 58, on Appendix pages 902-909). Registry participation will be the first step to participate in Grow NJ Kids and to be part of the training and technical assistance system.

**(D)(1)(c) Engage postsecondary institutions and other professional development providers in aligning professional development opportunities with the State's Workforce Knowledge and Competency Framework**

New Jersey's goal is to ensure that the revised Framework is fully integrated into the offerings of all training and professional development providers—from those who focus on educating new entrants to the workforce to others who provide ongoing training for existing members. From 2012-13, the Workforce Committee contracted with the Center of the Study of Child Care Employment at the University of California at Berkeley to help New Jersey strengthen the

Framework ((D)(1)(a)) and align it with the Career Lattice; See Section (D)(1)(b)) and professional development opportunities with institutions of higher education and other professional development providers.

This project consisted of two phases: a Mapping Phase, and a Quality Assessment Phase. The Mapping Phase described the various components of New Jersey's early learning professional preparation and development system and the degree to which these components were aligned and articulated. The data used for the Mapping Phase of the project were collected between November 2011 and January 2012 and were derived from interviews with staff representing 22 organizations and an extensive document review. The executive summary of the mapping exercise stated that, "New Jersey had made great strides in building a state learning professional development system, but certain gaps in the system remain." (Attachment 59, Mapping Current Professional Preparation and Professional Development Opportunities for *New Jersey's Early Learning Workforce – Final Report*, on Appendix pages 910-912). New Jersey directly addressed the identified gaps by revising the Framework based on the mapping study's recommendations.

<b>Mapping Study Recommendations</b>
Access to appropriate and high-quality professional development and preparation for all members of the workforce.
Alignment and articulation of the professional development system with the Core Knowledge and Competencies and the New Jersey Birth to Three Early Learning Standards and the New Jersey Preschool Teaching and Learning Standards that lead to the attainment of credentials and degrees.
Alignment of credentials with the career lattice due in part to the variation in requirements of job roles by sector (e.g. not all lead teachers in Head Start are required to have a Bachelors degree whereas public preschool teachers are required to have a Bachelors degree).
Required registry participation to provide data across the system and inform program improvement.

With the necessary elements in place in the Framework, New Jersey developed a high quality plan to work with postsecondary institutions and other professional development providers to align professional development opportunities with the Framework.

In the Quality Assessment Phase, a higher education inventory was administered to 13 of the 14 community colleges and 13 of the 15 four-year colleges and universities to: 1) gather professional development providers' perceptions of their contribution to, and alignment with, the state's professional development system; 2) provide a detailed analysis of the content, level (beginning, intermediate and advanced), and audience of the state's professional development offerings; 3) offer recommendations for building on the New Jersey Instructor Approval System in the Workforce Registry to develop a comprehensive system for ensuring the quality of professional development offerings; and 4) report the detailed findings of the inventory about content, field experiences, and qualifications of New Jersey's higher education faculty. (Attachment 60, *Assessing the Quality of New Jersey's Professional Preparation and Professional Development System for the Early Learning Workforce*, on Appendix pages 913-915). (For the full study, see Attachment 61, *The State of Higher Education in New Jersey: The New Jersey Higher Education Survey*, on Appendix pages 916-918). New Jersey directly applied the Higher Education Inventory recommendations by revising the Framework and creating the high quality plan to take into account the following:

<b>Higher Education Inventory Recommendations</b>
Revamp early childhood higher education degree programs in order to expand their focus on infant and toddlers, particularly at the bachelor's and graduate degree levels. All degree programs might consider hiring additional faculty with expertise with this age group and/or providing relevant professional development opportunities for current faculty.
Improve student field experiences by establishing rigorous criteria for selecting both field sites and cooperating teachers at field sites who supervise the students. In addition, higher education degree programs should engage with potential clinical sites in the community to expand and strengthen field placement experiences.
Expand and strengthen the development of early childhood leaders who reflect the diversity of the state's practitioner and child populations, by expanding program content related to early childhood administration and leadership, and by developing intentional strategies to recruit and prepare young, ethnically and linguistically diverse early childhood degree program faculty.
Engage early childhood degree programs in the revision of the "New Jersey Core Knowledge and Competencies for Working with Children Birth through Age Eight and in After-school Programs," and in discussions about strategies for integrating the competencies into coursework (only one-third were aligned).
Professional, educational and demographic information about faculty teaching in early childhood degree programs should be included in the Workforce Registry.

The state's plan to engage postsecondary institutions and other professional development providers in aligning professional opportunities with the Framework is well-timed. First, New Jersey plans to integrate the Framework into both credit and noncredit bearing professional development and coursework across all sectors. The Workforce Committee will hold four regional meetings to meet with early childhood workforce preparation providers to introduce the recent changes to the Framework and to begin getting buy-in from the 18 professional development providers (including the CCR&Rs that integrate the Framework) and the 29 higher education institutions and agencies that do not yet integrate the Framework. Additionally, DOE will include the 3<sup>rd</sup> edition NJ Core Knowledge and Competencies Framework as guidance for coursework by linking it to the review process that is part of the Department of Education credentialing requirement. The state plans to achieve the following annual targets for participation (30% is the baseline):

- 2014: 45% (13) of the 29 colleges and universities
- 2015: 62% (18) of the 29 colleges and universities
- 2016: 83% (24) of the 29 colleges and universities
- 2017: 100% (29) of the 29 colleges and universities

These programs have demonstrated commitment to work with the Workforce Committee to align coursework with the Framework by the end of the grant and also to provide additional coursework so that there are relevant courses for educators to choose to improve their knowledge and skills. The letters of support from institutions of higher education provide reassurance that alignment and support will be forthcoming (See scopes of work and letters of intent in Attachment 20, on Appendix pages 438-556).

Second, New Jersey plans to use the Workforce Registry to track the content being taught and to determine the extent to which it is aligned with the Framework and address the identified gaps. The Workforce Committee Chair will work with the New Jersey Commission of Higher Education to engage the Deans of early childhood workforce preparation colleges and universities to require their faculty to register in the Workforce Registry. Further, New Jersey will require that all professional development and coursework providers in the Training

Academies and Quality Improvement Specialists register in the Workforce Registry prior to providing training.

Third, New Jersey will conduct a follow up Higher Education Inventory to examine the impact of the state's alignment and integration efforts. This will be accomplished by seeking to engage a Contractor to administer the Program and Faculty Modules of the Higher Education Inventory to monitor the impact of efforts to streamline and improve early childhood workforce preparation and make any necessary adjustments. Also, the Workforce Committee will work with the Contractor to administer the entire Higher Education Inventory to assess efficacy of efforts, to evaluate the extent to which gaps have been filled, and to address any areas in need of improvement.

**(E)(1) Understanding the status of children’s learning and development at kindergarten entry.**

The extent to which the State has a High-Quality Plan to implement, independently or as part of a cross-State consortium, a common, statewide Kindergarten Entry Assessment that informs instruction and services in the early elementary grades and that--

(a) Is aligned with the State’s Early Learning and Development Standards and covers all Essential Domains of School Readiness;

(b) Is valid, reliable, and appropriate for the target population and for the purpose for which it will be used, including for English learners and children with disabilities;

(c) Is administered beginning no later than the start of the school year ending during the fourth year of the grant to children entering a public school kindergarten; States may propose a phased implementation plan that forms the basis for broader statewide implementation;

(d) Is reported to the Statewide Longitudinal Data System, and to the early learning data system, if it is separate from the Statewide Longitudinal Data System, as permitted under and consistent with the requirements of Federal, State, and local privacy laws; and

(e) Is funded, in significant part, with Federal or State resources other than those available under this grant (e.g., with funds available under section 6111 or 6112 of ESEA).

**(E)(1) Understanding the status of children’s learning and development at kindergarten entry**

Accurate measurement of young children’s competencies is a challenge, due to limited attention and communications skills, and the variable nature of their development. Assessments must be individually administered and cannot rely on quick and easy one-shots like “fill in the bubble” tests. However, the key to a seamless transition from the various early learning environments from which children come into the K-12 public school system is in understanding the developmental stage and level of academic readiness of children at the intersection point of kindergarten entry. As S.J. Meisels points out, “Readiness and early school achievement are bi-directional concepts that focus both on children’s current skills, knowledge, and abilities and on the conditions of the environment in which children are reared and taught” (Meisels, 1996). It is because of this belief that the State of New Jersey committed itself two years ago to establishing an evidence-based and developmentally appropriate Kindergarten Entry Assessment—both to understand and inform instruction in kindergarten and beyond, but also as another key tool in



understanding how the state’s various early learning and development programs are preparing all children, particularly children with high needs, for success in school and beyond.

In March 2012, the state DOE formed a kindergarten assessment steering committee comprised of representatives from state agencies, center-based providers including Head Start and Early Head Start, higher education, principals, teachers and superintendents from local education agencies and national experts. The committee met over a four-month period to form a recommendation to develop a Kindergarten Entry Assessment (KEA) that would meet two main objectives: 1) *To understand children’s academic and social development at school entry to inform instruction*, and 2) *To serve as one data point in evaluating preschool program efficacy*. The steering committee issued a Request for Information (RFI) to gather input from assessment publishers and examined research and other states’ KEAs. The steering committee ultimately recommended that the NJ Department of Education (NJDOE) pilot Teaching Strategies GOLD. The steering committee also recommended that the pilot be conducted in a range of districts and that New Jersey collaborate with other states also piloting Teaching Strategies GOLD to gauge its efficacy and gather information to put New Jersey on a path for a statewide KEA roll out (See Attachment 62, KEA Implementation Pilot Report, on Appendix pages 919-932).

In the 2012-13 school year, NJ launched a two-year KEA pilot in seven districts across the state—a project that has provided significant information, data and lessons learned and has served as the basis for statewide implementation outlined in this high quality plan. The state subsequently issued an Request For Proposals (RFP) that is described below to select an assessment publisher that will be used for a five-year statewide launch of the NJKEA based on the lessons learned from the pilot and outlined in the RFP. We have received responses to the RFP and are now ready to evaluate the responses and select a publisher.

Once fully operational according to the high quality plan below, we expect to meet the steering committee objectives stated above and have in place a tool that helps us inform early elementary classroom instruction and provides one (non-high-stakes) source of information about the school readiness gap.

<b>State High Quality Plan to Understand the Status of Children's Learning and Development at Kindergarten Entry</b>		
<b>Goal Statement</b>		
Building off a two-year pilot project, the state will implement the New Jersey Kindergarten Entry Assessment (NJKEA) statewide to understand children's readiness for kindergarten and use that information to close the readiness gap.		
<b>Desired Outcomes by 2018</b>		
<ul style="list-style-type: none"> <li>✓ <u>A fully implemented portfolio-based NJ KEA system that:</u> <ul style="list-style-type: none"> <li>➤ Includes a system for data collection that includes a portfolio of observations, work samples and anecdotes that are collected and rated by the teacher using a rubric designed to help teachers determine what children know and are able to do.</li> <li>➤ Evaluates children's development and learning for, at a minimum, the following domains: Physical/Motor Development (including adaptive skills), Language and Literacy, Mathematical/Scientific Thinking, and Approaches toward Learning and Social-Emotional Development.</li> <li>➤ Includes a seamless trajectory of learning and development for each domain starting in preschool (at the latest) and continuing through kindergarten (or beyond) to accurately assess a wide range of skills, with built-in guidance and/or modifications to make them applicable for use with children with special needs.</li> <li>➤ Includes specified training on use with children with disabilities and with English Language Learners.</li> <li>➤ Allows for administration within the first seven weeks of the school year.</li> <li>➤ Completed alignment between all state standards (see below for details).</li> <li>➤ Incorporates a fully implemented set of guidelines and checklists to guide the interpretation of the portfolio collections.</li> </ul> </li> <li>✓ <u>Completion of a phased-in statewide implementation of the NJKEA between September 2014 and September 2019 that accommodates 118,500 children in approximately 4,700 classrooms statewide over the five-year period.</u></li> </ul>		
<b>Key Strategies</b>	<b>Timeline</b>	<b>Responsible Parties</b>
<b>Pilot Phase of NJ KEA</b>		
Continue the two-year KEA pilot of 37 kindergarten teachers, one teacher assistant, and 10 district-level administrators across seven districts.	Fall 2013 (begun)	DOE
Evaluate submitted RFP responses to select an assessment publisher who will implement a performance based NJKEA system that is inclusive of learning across all domains.	10/2013	DOE
<b>NJKEA Implementation</b>		
Assess degree of alignment between the NJKEA and the New Jersey State Core Curriculum Content Standards (CCCS), the Common Core English/Language Arts and Mathematics standards, the NJ Preschool Teaching and Learning Standards, the National Research Council of National Academies, and to state and federal accountability policies	3/2014-7/2014	DOE

and regulations affecting students (See Section (C)(1).		
Integrate the NJKEA with the Partnership for the Assessment of Readiness for College and Career Readiness consortium's (PARCC) projected kindergarten to grade one assessments.	When available, est. 2015	DOE
Work with assessment publisher to compare the NJKEA results with national samples of children at kindergarten entry.	7/2014, ongoing	DOE, Publisher
Per the requirements of the RFP, work with the assessment publisher to set up the system to upload the child data each year into NJ SMART, the State's Longitudinal Data System.	10/2014, ongoing	DOE, Publisher

**(E)(1)(a) Alignment with the State's early learning and development standards**

As a major part of the state's Comprehensive Assessment System, the State of New Jersey believes the development of a fully implemented KEA must align with the sets of standards and assessment tools that precede and follow it. In fact, the KEA steering committee issued its recommendation to pilot the Teaching Strategies GOLD assessment based on three factors: "First, it provides numerous examples that make it easy for teachers to assign scores. Second, the instrument has easily customized reports for teachers and administrators and an intuitive navigation. Finally, and most importantly, the system has a version that is directly matched to the Common Core standards (See Attachment 62, KEA Implementation Pilot Report, on Appendix pages 919-932).

However, to understand the intricacies of the alignment specifically for the English/Language Arts and Mathematics Common Core standards and to understand how well the NJKEA will align with the Preschool Teaching and Learning Standards (See Attachment 10, on Appendix pages 152-229), our high quality plan calls on the assessment publisher to complete an alignment study of these standards by hiring a standards expert and the NJKEA. This expert also will examine the degree of alignment between recommendations by the National Research Council of National Academies and state and federal accountability policies and regulations affecting students with the most significant disabilities. We intend to do this in March 2014. The alignment study will compare the items in the NJKEA to the preschool standards and the Common Core standards for kindergarten, identify any gaps, and make recommendations for revision to the KEA by including, adding or removing items.

Additionally, following the expected release (estimated Summer 2015) of the K-1 Common Core diagnostic assessment/tool by the Partnership for the Assessment of Readiness for College and Career Consortium's (PARCC, see Attachment 77, on Appendix page 985), we intend to provide guidance to school districts on using both the PARCC assessments and the NJKEA, including a comparison of the items, and a description of the similarities and differences in uses.

Ensuring that the NJKEA meet all Essential Domains of School Readiness has been a core aspect of the steering committee's work from the start. We specified in the assessment publisher RFP mentioned above that, "The contractor shall provide a KEA that is inclusive of all learning domains," listed as: Physical Development (including adaptive skills), Language and Literacy, Mathematical/Scientific Thinking, Approaches to Learning, and Social-Emotional Development. (See Attachment 63, RFP, on Appendix pages 933-936). Our high quality plan for the statewide rollout includes a portfolio system to support smooth transitions across domains, starting in preschool (at the latest) and continuing through third grade to accurately assess a wide range of skills (See details in Priority #4). It's also important to note that teachers will share the Transition Portfolios with families (in a sit-down conversation), which fosters not only their involvement in their child's educational experience and the school over time, but also empowers them with knowledge about key developmental and academic milestones their child should be able to meet.

**(E)(1)(b) A Valid Reliable and Appropriate Kindergarten Entry Assessment: Inclusive of All Learners**

The stakes are high for the NJKEA. As the intersection point between early learning settings and the K-12 public school system, the baseline measurement of readiness must be as accurate and reliable as possible for all students, particularly those with high needs, special needs and English language learners. The assessment and training around it must work effectively for every student and every teacher. Teachers, administrators, and families must trust it; and the data it produces must be deemed reliable by experts who interpret them and the governing agencies and program leaders who make decisions based on them. There also must be a clear purpose to the readiness assessment so as to be able to measure whether or not those objectives are met.

The KEA steering committee initially recommended the choice of Teaching Strategies GOLD in part because it allows a child’s skills to be determined based on a range of developmental indicators, regardless of physical age or grade level—something critical in tailoring use of the instrument to children with special needs. We will provide training to the teachers on addressing needs of English Language Learners. In addition, we will assist teachers in administering the assessment, and/or how to work with a student’s family when possible.

High quality training that includes discussions with the professionals who best know the instrument (contracted publisher) and the professionals who best know how children learn (teachers) will be particularly important for understanding how to measure the development of students with high needs, special needs or those who are English language learners. Ensuring this occurs is a key part of our high quality plan, which calls for the fully implemented NJKEA portfolio system to “accurately assess a wide range of skills, with built-in guidance and/or modifications to make them applicable for use with children with special needs, and includes specified training on use with children with disabilities and with English Language Learners (ELLs).” To that end, the state RFP states, “The bidder shall also describe how they would assess the validity of the KEA, especially with regard to special subgroups including ELLs, children with special needs, and low-income children in New Jersey.” The RFP also requires the assessment publisher to compare the NJKEA results with national samples of children at kindergarten entry to provide insight on how we’re meeting the needs of our special needs and ELL populations, in particular as well as how children in New Jersey compare with children nationally at kindergarten entry.

Another key section of RFP that ties into this high quality plan states, “The bidder shall describe how they would ensure that the KEA is administered reliably by teachers throughout the phased implementation of the KEA system”. This speaks to the type, timing and frequency of training to ensure proper use of the assessment tool. New Jersey will require all kindergarten teachers using the NJKEA to be certified in the proficient use of the instrument by the end of September of the respective school year. To ensure this, we are drawing from a key lesson learned from the first year of the pilot (which included 37 teachers, one teacher assistant and 10 district level administrators across seven districts, including one charter school)—that more professional

development and training around the tool was needed. This year, in the pilot's second year, additional training is being provided to all pilot participants. More significantly, when we launch full implementation of the NJKEA in 2014-15, the contracted publisher will conduct in-person trainings during the summer of 2014 during three-five full-day sessions for approximately 1,000 teachers and 250 administrators per year. Training topics will include, but are not limited to: Observing and Documenting, Scoring Reports, Family Communication, and Reliability Assessments. The NJKEA teacher training will be supported by the training of district administrators as well as Professional Learning Communities that help to embed principles of assessment in every day practice. We also intend to have an implemented set of guidelines and checklists to guide the interpretation of the portfolio collections, which will help ensure that teachers are collecting and rating information accurately and reliably.

In the first year of the pilot teachers completed a reliability assessment to add credence to the accuracy of teacher ratings before beginning to use the instrument. Despite some criticism that teacher ratings can be unreliable (Meisels, S. J. 1996), research indicates that teacher ratings of child development and learning are associated with expected child outcomes (Meisels et. al. 2001). Teaching Strategies made two technical assistance visits within the first seven weeks to gauge the level of implementation, followed by a teacher survey and administrator interview. The survey and interviews were repeated in the spring. Finally, although the intent of this pilot was to test the use of Teaching Strategies GOLD as an assessment of children's academic and social development at school entry, all pilot participants decided to use the instrument throughout the kindergarten year as a formative assessment tool (See Attachment 62, NJ Pilot Report, on Appendix pages 919-932). We believe this attests to trust in the tool and its overall efficacy and usability.

It is also critical to know that the NJKEA is working as intended. In our pilot we set forth a set of questions we hoped to answer from the information gathered by the KEA. We believe the best critique of how well the assessment worked overall is contained in how well these questions were answered. See below:

Pilot Question #1: What do teachers and administrators learn about children at kindergarten entry using the instrument? Does the assessment tell teachers, administrators and the state which children are on target in terms of learning and development at the beginning of the kindergarten year?

The DOE, together with Teaching Strategies experts, examined how children did on the KEA pilot based on the percentage of children “Meeting” or “Not Meeting” the readiness goal as established by the instrument and compared at two distinct checkpoints in the fall and spring. As Table 1 (page 212) demonstrates, a majority of children participating in the pilot either met or exceeded the “Widely Held Expectation” by the spring.

Table 2 displays the comparison of children meeting the “Widely Held Expectation” over the two collection periods. As the table illustrates, children improved within each domain with the exception of literacy. The literacy exception appears to be explained by the high scores children received upon entry to the program. Although no growth was evident, 73% of the children still met the “Widely Held Expectation” in the area in the spring collection period. Although one would expect that more children would exceed the expectation in the spring, it’s important to note that this could be a feature of teacher rating and usage. As teachers implemented the new instrument they appeared to pay more attention to literacy, which may have subsequently affected initial ratings.

TABLE 1

The Number of Children Below, Meeting, & Exceeding Widely Held Expectations by Area of Development & Learning

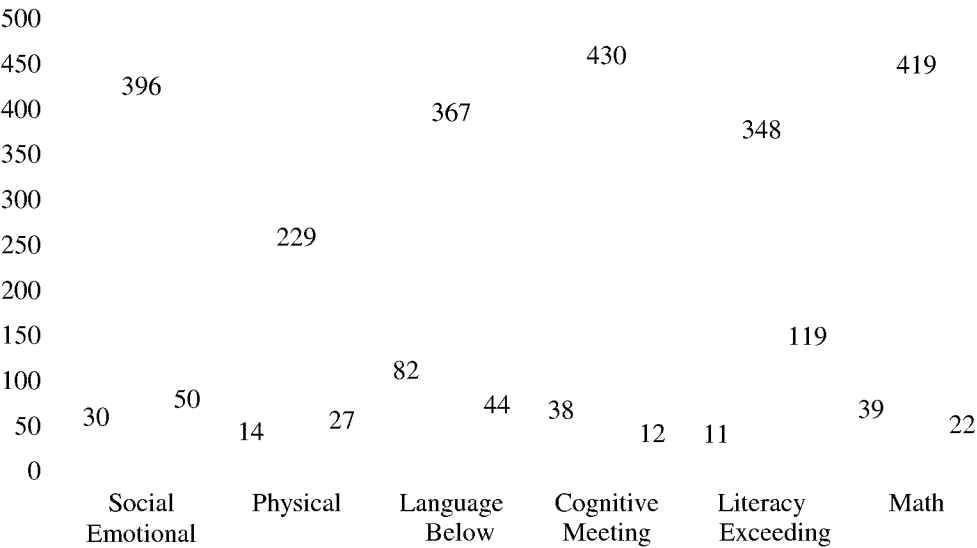
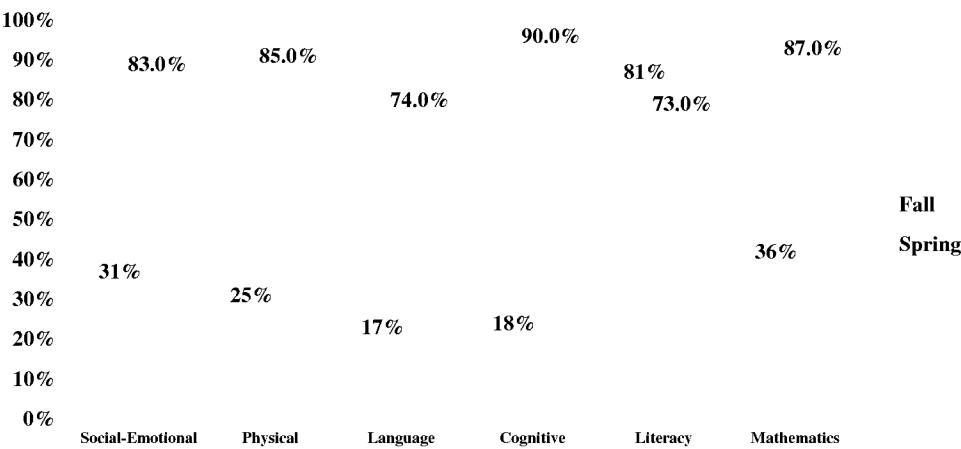


TABLE 2

Meeting Widely Held Expectations





Pilot Question #2: In what ways do teachers and administrators use the information they collect? Do teachers use the data to differentiate instruction? What are the impressions of the instrument usability and reliability for teachers and administrators?

Upon surveying teachers and interviewing administrators before and after they had used the assessment instrument, we learned that while a majority of teachers found the instrument user-friendly, enough disagreed to merit changes mid-stream that seemed to help. Following a reduction in the number of areas tested from 10 to five, the percentage of teachers who “agreed” or “strongly agreed” that the instrument was user-friendly went from 57.6% to 69.8% between fall and spring.

The answers to these questions have provided valuable feedback that we have incorporated into our plan for full implementation of the statewide NJKEA. For example, the teaching survey found a common complaint that they feel overwhelmed by the burden of administering yet another assessment that seems duplicative—despite acknowledging that teachers rarely complete assessments that measure social/emotional development and cognition in children. To remedy this, our high quality plan calls for the state Division of Early Childhood Education in Year 1 to conduct an inventory of all kindergarten assessments and screenings and to issue recommendations on any that may be abandoned or adapted.

#### **(E)(1)(c) Implementation plan**

One goal for this high quality plan is for all teachers phasing in the NJKEA to implement the portfolio-based system within the first seven weeks of the kindergarten school year. This was the timeframe used in both years of the pilot, however we have moved up the training around the instrument to take place in the preceding summer, followed by mid-course sessions as well. Once our contractor is identified through the recently issued RFP, we will prepare for statewide implementation of the NJ KEA that will be phased in between September 2014 and September 2019. Ultimately the NJKEA will measure the readiness for kindergarten of 118,500 children in approximately 4,700 classrooms statewide over the five-year period. The anticipated phased implementation will occur as follows:

- Year 1: 5% of classrooms (includes 235 teachers and 5,925 children)

- Year 2: 30% of classrooms (includes 1,410 teachers and 35,550 children)
- Year 3: 55% of classrooms (includes 2,585 teachers and 65,175 children)
- Year 4: 80% of classrooms (includes 3,760 teachers and 94,800 children)
- Year 5: 100% of classrooms (includes 4,700 teachers and 118,500 children)

Like the pilot, during the first seven weeks of kindergarten, teachers will collect evidence of children’s performance across five domains of learning for the purpose of assigning a score along a continuum that ranges from “Not Yet to 9.”

### **(E)(1)(d) Connection to the State Longitudinal Data System (NJ SMART)**

As mentioned above, our high quality plan for this selection criterion involves both measuring children’s readiness for kindergarten and adding to our cadre of ways we measure the effectiveness of various early learning and development programs that interact with children prior to kindergarten entry—both of which will help us close the readiness gap at kindergarten entry. To apply what we learn from the NJKEA, data authenticity, analysis, and use are essential. This process starts with the teacher. One lesson learned from the pilot was not only the need for more professional development generally (per above) but for more training specifically geared toward reporting scores. As defined by Teaching Strategies GOLD, for a child to demonstrate that they have met evidence-based kindergarten entry goals for each domain and developed the appropriate skills, knowledge, and behaviors to be successful upon kindergarten entry, the total score for an area needs to be equal to or greater than the following scores:

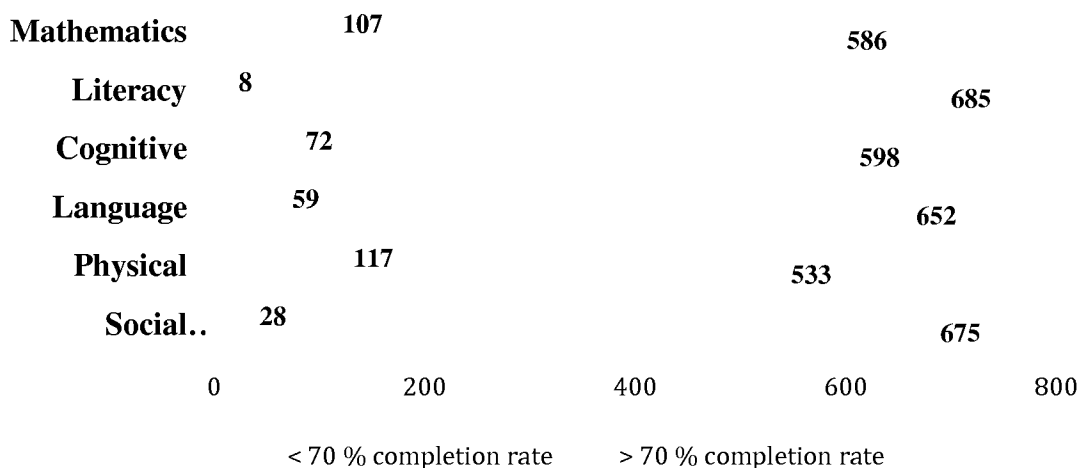
<b>AREA</b>	<b>SCORE</b>
Social- Emotional	48
Physical	30
Language	46
Cognitive	49
Literacy	42
Mathematics	35

Teachers must collect a minimum of 70% of a child’s data to be included in an area of development. For example, there are 12 items in the literacy section; a child would need to be assessed and scored in at least nine items for the item to be included in the overall data for a

particular class. Table 3 below highlights the number of children meeting the 70% threshold across each area during the KEA pilot, while Table 4 (above) highlights the completion rate at the end of the pilot.

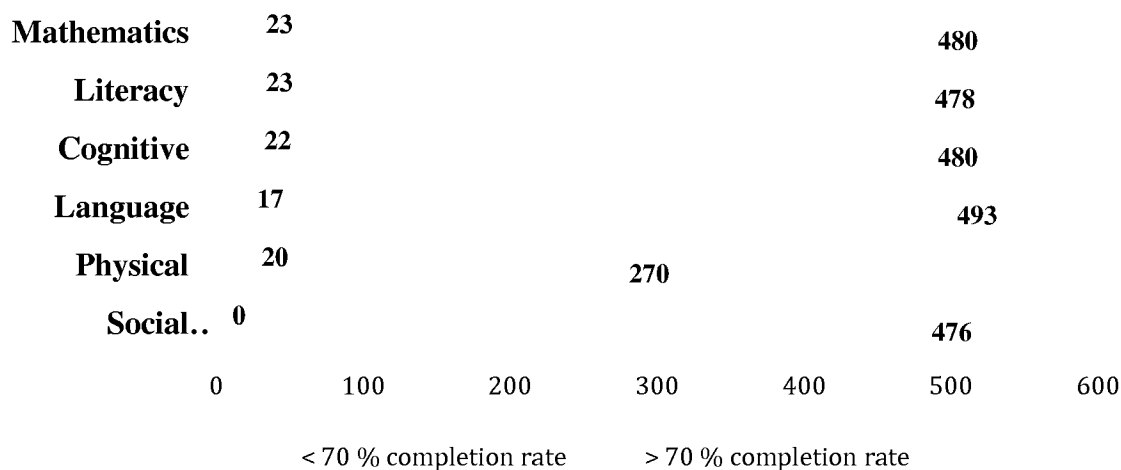
**TABLE 3**

**Completion Rate: Had at least 70 %  
of the data required in an area**



**TABLE 4**

**Completion Rate: Had at least 70 %  
of the data required in an area**



Our high quality plan includes improving the training of teachers in the area of reporting data to families, colleagues and administrators. And as mentioned above, we also will utilize a set of guidelines and checklists to guide the interpretation of the portfolio collections, which will help ensure that teachers are collecting and rating information accurately and reliably.

Upon completion of an assessment period and the assignment of scores, the vendor will upload the scores into NJ SMART. This will allow us to link the kindergarten readiness data to prior early experiences in early learning and development settings, where possible, and to later performance on New Jersey state tests, starting with the third grade test, NJASK3, and starting in 2015, the PARCC assessments. NJ-EASEL, our early learning data warehouse, will allow us to match data from our early childhood data systems to assess our programs' efficacy. We will be able to share the valuable NJKEA data with early learning and development programs across sectors (e.g., DCF Licensing, NJ SMART, Workforce Registry, home visiting, child care, State Preschool, Early Head Start and Head Start, Early Intervention), providing them with concrete feedback on their efficacy. NJ-EASEL will be overseen by the state Office of Information Technology (OIT) (See Attachment H, on Appendix pages 30-33), which will feed data back to state agencies via the Interdepartmental Group. For Grow NJ Kids, the NJKEA will provide us with insight into whether or not the levels of the system are correlated with children's performance in kindergarten, and will provide valuable information to programs so that they can make adjustments that will improve the chances for children to succeed in kindergarten and beyond.

It is expected that as the percentage of sites progressing through Grow NJ Kids attain higher Steps, proficiency rates at kindergarten entry will increase concurrently. Given our ability to access Tiered QRIS research data, as well as the KEA research with national samples mentioned above, we intend to track this assumption during the life of the grant.

#### **(E)(1)(e) Funding**

The DOE will fund the development costs of this project, and will commit the remaining costs, depending upon the bids that come in, and also subject to annual state appropriations. No funding is requested through RTT-ELC (See DOE Budget Narrative II, Project 10, on page 264).

We are committed to understanding our children's readiness for kindergarten and using that information to close the readiness gap by improving instruction in the early elementary grades and improving quality in the early learning and development programs. By working with families, teachers, early childhood educators, school and program leaders, and across the state agencies, we believe the NJKEA will serve as a pivotal point that, when implemented according to the above plan, will improve the communication between preschool and elementary schools settings and help streamline subsequent steps to improve outcomes for all children.

**(E)(2) Building or enhancing an early learning data system to improve instruction, practices, services, and policies.**

The extent to which the State has a High-Quality Plan to enhance the State's existing Statewide Longitudinal Data System or to build or enhance a separate, coordinated, early learning data system that aligns and is interoperable with the Statewide Longitudinal Data System, and that either data system--

- (a) Has all of the Essential Data Elements;
- (b) Enables uniform data collection and easy entry of the Essential Data Elements by Participating State Agencies and Participating Programs;
- (c) Facilitates the exchange of data among Participating State Agencies by using standard data structures, data formats, and data definitions such as Common Education Data Standards to ensure interoperability among the various levels and types of data;
- (d) Generates information that is timely, relevant, accessible, and easy for Early Learning and Development Programs and Early Childhood Educators to use for continuous improvement and decision making and to share with parents and other community stakeholders; and
- (e) Meets the Data System Oversight Requirements and complies with the requirements of Federal, State, and local privacy laws.

**(E)(2) Building or enhancing an early learning data system to improve instruction, practices, services, and policies.**

While New Jersey has valued the use of data in assessing and improving outcomes for high needs kids for some time, the message really hit home following this year's release of the 2013 update to the Abbott Preschool Program Longitudinal Effects Study (See Attachment 3, on Appendix pages 65-67). The study tracked a cohort of students (now fifth graders) who had participated in the State Preschool Program and offered some telling results (See Section (A)(1), page 9) about the impact that high quality early learning and development programs can have on the lives of high needs children. That study has very much served as a frame for New Jersey's approach to using data to improve outcomes for children, particularly as we embarked on the ambitious Grow NJ Kids Tiered QRIS design. Recognizing the culture of structured master data, as the most fundamental of all content within each state organization (child level data, program level data, licensing/site, and workforce data), and in some instances overseen and administered differently, developing a strategic plan to administer a massive data project, such as Grow NJ Kids, was essential. Thus, we have developed the following high quality plan to guide us in building a valuable, efficient and instructive early learning and development data system.

New Jersey will build upon existing data initiatives in the areas of early learning and development and K-12 education to develop NJ-EASEL, the New Jersey Enterprise Analysis System for Early Learning. NJ-EASEL will serve as a data warehouse that will pull together all data related to infants and young children currently reported to multiple sources and agencies. The goal of this high quality plan is to answer critical questions about program and workforce characteristics and how they impact outcomes for children, and subsequently use the information to evaluate program efficacy, identify underserved populations, and improve outcomes for New Jersey's high needs children.

Through NJ-EASEL, the state will link the DOE's Statewide Longitudinal Data System (NJ SMART), DCF Licensing System, DHS Workforce Registry (New Jersey Registry for Childhood Professionals, a component of the Grow NJ Kids Tiered QRIS data system), DHS child care system (CASS), DCF foster care system (NJ SPIRIT), DOH Early Intervention System (NJEIS), DCF Home Visiting system, and Head Start/Early Head Start program data systems within the parameters of state and federal privacy laws. Linking these data systems will allow the identification of gaps in data collection, the analysis of longitudinal data starting at birth, and an understanding of the impact of participation in the Grow NJ Kids Tiered QRIS and other programs as children progress through school. NJ-EASEL will be a joint effort of all four participating state agencies and will be led by the DOE with support from the New Jersey Office of Information Technology (See Attachment H, OIT MOU, on Appendix pages 30-33).

The state already has made significant investments, in both fiscal and staff resources, to build a strong foundation for the creation of NJ-EASEL. In the last two years in particular we have made substantial progress in readying ourselves to launch a comprehensive, cross-agency data integration plan for information related to the education, health and social service programs affecting young children. The first order of business, as outlined in New Jersey's Council for Young Children Strategic Plan, was for the Council's Data Committee to map existing state data systems, draft a set of common terms, and then create the New Jersey Early Care and Education Outcome-Based Objectives, a list of key outcome objectives for our data warehouse to address (See Attachment 64, New Jersey Early Care and Education Outcome-Based Objectives, on Appendix pages 937-941), among other technical steps needed to prepare for both NJ-EASEL and systems alignment. This work included key stakeholders, such as childhood programs, OIT, Office of Licensing, CCR&Rs, and other various parties. The overarching goal was to establish a solid plan to determine what and how information would be collected, tracked, shared, and moved through the process for rating, improvement, validating, research and reporting child outcomes and modifications for Grow NJ Kids and the other state initiatives.

To make this plan a reality we will use more than \$4.3 million from the RTT-ELC grant. Funding to maintain NJ-EASEL will be sustained post grant by the participating state agencies, subject to annual state appropriations (See the DOE Budget Narrative II on page 263).

<b>State High Quality Plan to Link Early Learning and Development Data Systems to Examine Efficacy and Answer Other Critical Data Questions</b>
<b>Goal Statement</b>
To link our state's many early learning and development data systems to evaluate program efficacy, identify underserved populations, and assess the achievement of objectives to meet the needs infants, young children, and families through the creation of a data warehouse (NJ EASEL).
<b>Desired Outcomes by 2018</b>



<ul style="list-style-type: none"> <li>✓ <u>Establish a Data Governance Committee (DGC) that:</u> <ul style="list-style-type: none"> <li>➤ Sets policies for data management and sharing</li> <li>➤ Resolves issues around data management and sharing</li> <li>➤ Includes representation from all participating state agencies, including members of the Council's Data Committee</li> <li>➤ Sets priorities for data sharing</li> <li>➤ Determines data definitions where there is conflict</li> <li>➤ Provides feedback on project plans and deliverables</li> </ul> </li> <li>✓ <u>Establish a data warehouse (NJ-EASEL) that allows state agencies and stakeholders to evaluate the extent to which the New Jersey Early Care and Education Outcome-Based Objectives are met.</u></li> </ul>		
<b>Key Strategies</b>	<b>Timeline</b>	<b>Responsible Parties</b>
<b>Establish a Data Governance Committee</b>		
Establish advisory roles and responsibilities of the Data Governance Committee.	1/2014 – 2/2014	Data Governance Committee (DGC)
Coordinate with the NJCYC's Data Committee to identify full list of stakeholders for initial kickoff meeting to brainstorm data needs.	2/2014	DGC
Host a series of Joint Application Development sessions with various stakeholders to identify sources of information, reporting and analytical needs, and governance or quality issues.	2/2014-3/2014	DGC, NJ-EASEL Development Team, Data Committee
Establish rigorous set of policies to ensure the quality of data in NJ-EASEL meets all Data System Oversight Requirements.	4/2014	DGC
Publish overarching description of NJ-EASEL for the public.	6/2015	DGC, RTT-ELC Administrator
<b>Establish a Data Warehouse</b>		
Appoint NJ-EASEL Core Development Team. This team will be comprised of a Project Manager (DOE), a Data Architect (OIT), and an Integration Developer (OIT) and will provide continuity with staff augmentation consultants throughout the project.	1/ 2014	DGC and RTT-ELC Administrator
Create a conceptual (high-level) data model to guide further conversation working with the DGC.	3/2014	Development Team
Conduct requirements analysis sessions to rationalize the information collected in the initial Joint Application Development sessions working with program management.	3/2014 – 5/2014	Development Team
Expand DHS Workforce Registry	6/2013-ongoing	DHS
Develop the initial Logical Data Model using feedback from	5/2014 –	Development

subject matter experts	7/2014	Team
Create a crosswalk for NJ-EASEL between data systems (e.g., NJ SMART, NJEIS and data sources related to infant-, toddler-, preschool-, and kindergarten-aged children) so that unique child identifiers can be matched using probabilistic matching method.	5/2014-6/2014	Development Team
Create initial detailed project plan for NJ-EASEL subject area(s).	7/2014 – 9/2014	Development Team
Create environment for and begin integration of NJ SMART.	6/2014–12/2014	Development Team
Produce initial reports for review by the RTT-ELC Administrator and IPG.	4/2015	Development Team
Gather feedback on quality and utility of reports; adjust as necessary.	5/2015	Development Team, Data Committee
Host initial “Data Summit” to highlight data insights and promote continued collaboration.	6/2015 (annual)	DGC, NJ Council Data Committee
Conduct data oversight audits to ensure protection of all information.	7/2015 (annual)	DGC
Complete integration of all major source systems.	12/2017	Development Team
Seek continued feedback and joint development assistance from the DGC, program management, and subject matter experts (e.g. Council’s Data Committee; IPG).	Ongoing	Development Team, RTT-ELC Administrator, DGC

NJ-EASEL will support a research-based, data-driven culture of analysis, decision-making, and policy formulation based upon informed judgments. The system will underpin the efforts of early childhood educators, including program managers and service delivery partners, and provide them with the tools to better serve children, particularly those with high needs. The system will provide information to its various communities of interest in a relevant, accurate, accessible, timely and secure manner and will allow individual providers and educators to ask their own questions about the impact of their efforts.

NJ-EASEL will be a collection of related systems that:

- Represent a consortium of related stakeholders.
- Leverage the State of New Jersey’s investment in a comprehensive enterprise data integration environment and related tools and technologies.
- Leverage the State of New Jersey’s existing and substantial data integration efforts that have taken place in the education and social services areas.

- Leverage the State of New Jersey’s existing master data management infrastructure and processes to provide for aggregation of data at the child level based upon personally identifiable attributes rather than assignment and maintenance of unique identifiers (see more below).

NJ-EASEL will have the following characteristics:

- The existing New Jersey Enterprise Information Management Framework (NJEIMF) will serve as the information architecture component. As such, NJ-EASEL will not have to reinvent the data integration wheel. The practices and methodologies of the NJEIMF, as well as the tools and integrated data in support of it, will be leveraged by NJ-EASEL (See Attachment 65, *New Jersey’s Information Architectural Approach*, on Appendix pages 942-945).
- A Logical Data Model (LDM) for the early learning and development subject area and its data elements (e.g., demographic and program data). Data elements in the LDM will be based upon the National Center for Education Statistics (NCES) handbook for data elements (see more below).
- Master data management around infant-, toddler-, preschool-, and kindergarten-aged children so that the progress of children can be tracked without requiring the adoption of a single unique identifier by every source system.
- Data integration efforts leveraged from within the DOE’s existing NJ SMART data warehouse so that its data can be integrated with other participating state agency and partner sources. NJ SMART already includes data from the State Preschool Program, special education programs for school-aged children, and K-12 public education.
- Analysis and reporting solutions for various communities of interest as additional integrated data sources come on line.
- All data collected and published according to the requirements of federal, New Jersey, and local privacy and personally-identifiable information laws and regulations (See Attachment 66, State of New Jersey IT Circular No. 06-05-NJOIT, on Appendix pages 946-950).

**(E)(2)(a) Has all of the Essential Data Elements** (also see Table (A)(1)-13)**Essential Data Element      New Jersey's approach**

Unique statewide child identifier or proven method to link child data to and from the SLDS	The NJ-EASEL Core Development Team, supported by part-time technologists and augmented by consultants as needed, will create a crosswalk between data systems (e.g., NJ SMART, NJEIS) so that unique child identifiers can be matched (using probabilistic matching method). This will enable the progress of individuals to be tracked without the adoption of a single unique identifier by every source system.
Unique statewide early childhood educator identifier	The DHS Workforce Registry will be expanded as part of the <b>NJ Plan</b> . The Registry and all educator data will link to NJ-EASEL, where probabilistic matching will be used to link the Workforce Registry with other educator data contained across systems (e.g. educator data in NJ SMART). (See DHS MOU, Attachment C, on Appendix pages 8-12).
Unique program site identifier	Using the state's existing Geospatial Data infrastructure, master address management, and master business management, NJ-EASEL will create a unique program site identifier that links ownership and physical location and supports geospatial-based analysis. This site identifier will be linked to the DCF Licensing System (for licensed programs) and to NJ SMART (for school-based programs). (See DCF MOU, Attachment B, on Appendix pages 3-7).
Child and family demographic information	NJ-EASEL will maintain a registry of individuals along with the demographic data available in existing source systems (e.g. race, gender). The Data Governance Committee will identify any gaps in the availability of this data and will prioritize the creation of data collection systems to augment NJ-EASEL.
Early childhood educator demographic information	The DHS Workforce Registry includes all essential demographic information. NJ-EASEL will integrate and link demographic information to support analysis of outcomes based upon the credentials and skills of providers. (See DHS MOU, Attachment C, on Appendix pages 8-12).
Program-level data	Grow NJ Kids data system (through the DHS Workforce Registry) will include program-level data (e.g. program quality, staff retention) and will be linked to NJ-EASEL to support analysis of outcomes at the program level.
Child-level program participation and attendance data	Working with existing data, NJ-EASEL will create a longitudinal view of participation and attendance at the individual, cohort, and component levels.

By harnessing the capabilities of each source system, NJ-EASEL will capture existing Essential Data Elements and identify where any data gaps must be filled (e.g., birth to three unique ID). Full implementation of NJ-EASEL, and the capture of Essential Data Elements across source systems, will take place over a four-year period (See Attachment 67, NJ-EASEL High-Level Program Timeline, on Appendix page 951). During the first quarter of 2014, the NJ-EASEL Development Team will work with stakeholders to finalize data sources and reporting needs. During the second quarter of 2014, the team will develop the Logical Data Model that serves as the foundation for integrating existing data sources. Upon creation of the Logical Data Model, source system integration and report development will take place in a series of “Development Sprints”. Integration of NJ SMART will begin by the end of 2014. Additional source system integration will continue over the course of the implementation period and be completed by the end of 2017.

**(E)(2)(b) Enables uniform data collection and easy entry of the Essential Data Elements by Participating State Agencies and Participating Programs**

By using tools and techniques already employed in NJ SMART wherever possible, NJ-EASEL will leverage the state’s existing data integration environment and tools to automatically extract, transform, integrate, and load data from source systems into the NJ-EASEL data warehouse, within the parameters of state and federal privacy laws. Where data collections systems must be created, NJ-EASEL will consist of easy-to-use, yet secure, web-based applications that require minimal training. Critical to this effort is creating a Logical Data Model that identifies the data elements, mapping the model to existing source systems, and working with the Data Governance Committee (DGC) (see below) to prioritize the creation of data collection systems to close any gaps in available data.

NJ-EASEL will extend the state’s analytical capabilities into the early childhood learning and development area, and will do so by using proven approaches, existing technologies, and the overarching approach used by New Jersey’s information architecture – the New Jersey Enterprise Information Management Framework (NJEIMF). Most importantly, NJ-EASEL will accomplish all of this by building upon the initiatives the state already has in place in the areas of early childhood development and education as described throughout this section.

Above all, our intent for NJ-EASEL is for state agencies and other important stakeholders to use the data to meet our New Jersey Early Care and Education Outcome-Based Objectives, which were developed by the NJCYC's Data Committee, as described above.

**(E)(2)(c) Facilitates the exchange of data among Participating State Agencies**

As evidenced in Table (A)(1)-13, page 62, New Jersey has completed a significant amount of work in building uniform data structures, formats and definitions to facilitate interoperability and produce helpful information to users. Our high quality plan for this section calls for the creation of a Data Governance Committee (DGC) in January of 2014 that will include representatives from all four participating state agencies. The DGC will identify a full list of stakeholders for an initial kickoff meeting to examine work that has been done to date by the Data Committee of the NJ Council and spearhead the technical tasks needed to make the project a reality. The DGC will meet once a month. The overall responsibility of the DGC is to set policies for data management and sharing; resolve issues around data management and sharing; determine data definitions where there is conflict; and provide feedback on project plans and deliverables to the IPG.

The NJ-EASEL Development Team will be charged with implementing the details of the plan. The Development Team will consist of three core members: a Project Manager, a Data Architect, and an Integration Developer. It also will receive part-time FTE support by other data warehousing and database technologists. For specific development sprints, it will be augmented with consultants to provide data integration, reporting, and analytics capabilities. By March 2014, the Development Team will create a conceptual (high-level) data model to guide further conversation working with the DGC. It will also kick off a series of Joint Application Development sessions with various stakeholders to identify sources of information, reporting and analytical needs, and governance or quality issues.

Key to the success of this plan will be the Logical Data Model (LDM), which the Development Team will develop in mid-2014, using guidance from subject matter experts, such as Data Committee members, the IPG, and DOE, DHS, DCF, and DOH staff currently using and/or managing relevant data systems. By September 2014, the Development Team will have created

the initial detailed project plan for NJ-EASEL subject area(s). The LDM will allow the alignment and integration of data from multiple sources regardless of how it may be defined in the source system, as well as draw from previous data system development efforts, such as NJ SMART. The data elements in the LDM will be based upon the National Center for Education Statistics (NCES) handbook for data elements. The NCES provides guidance on consistency in data definitions and maintenance for education data, so that such data can be accurately aggregated and analyzed. Much of this work already is underway, with current discussion about common data definitions within the NJ Council Data Committee and technical systems preparation being done by OIT.

The Development Team in 2014 will create a crosswalk for NJ-EASEL between data systems (e.g., NJ SMART, NJEIS and other data entry systems related to children from infancy through kindergarten). Because some of the state's existing data systems include unique child identifiers and others do not (and among those that do, many don't use the same ID assignment method), we intend to use a probabilistic matching method rather than attempt to adapt all systems to the same method. Probabilistic matching will enable the progress of individuals to be tracked without the adoption of a single unique identifier by every source system.

NJ-EASEL will use the state's existing master data management solution currently providing a "master client index" for several social services data systems. This highly reliable approach uses tunable, probabilistic matching to create crosswalks between discrete systems to aggregate data for an individual. The same approach will be used to identify early childhood educators between, for example, NJ SMART and the Workforce Registry.

Using the State of New Jersey's existing Geospatial Data infrastructure, master address management, and master business management, NJ-EASEL also will include a unique program site identifier that links ownership and physical location and supports geospatial-based analysis. This site identifier will be linked to the DCF Licensing System.

By the end of Year One, New Jersey will have integrated NJ-EASEL with NJ SMART. Initial reports will be ready for the RTT-ELC Administrator and IPG (See (A)(3), page 74) by April of

2015. Once feedback on quality is gathered, the state will host an initial “Data Summit” to highlight data insights and promote continued collaboration in the project (see below). To ensure the protection of all information, DGC will conduct annual data oversight audits.

We expect the state’s new data warehouse, NJ-EASEL, to be fully operational and aligned with the NJ SMART and other state data sources by the end of 2017 (Year Four). Together, the RTT-ELC Administrator, DGC and Development Team will seek continued feedback and joint development assistance from the IPG, the DGC, program management, and subject matter experts to ensure the system is being utilized to its full potential and is accurate, secure, and user-friendly.

**(E)(2)(d) Generates information that is timely, relevant, accessible, and easy for Early Learning and Development Programs and Early Childhood Educators to use for continuous improvement and decision-making**

The overall goal for NJ-EASEL is to not only gather data, but to use it effectively to improve services, inform instruction, or alter policies in ways that benefit young children with high needs. Starting in Spring 2015, the DGC will host sessions every six months to discuss reporting and analytical needs. It will also organize annual Data Summits to ensure that the system is meeting the needs of stakeholders across all levels, including higher education, early childhood educators in various settings, school districts, and state agencies. Upon feedback from these sessions, the DGC will take this information to the Data Committee and IPG and together take steps to address the challenges and recommendations that arose from the Summits.

In addition to ensuring that ad hoc inquiries from researchers and other stakeholders can be conducted, the DGC will provide regular feedback to the Development Team working to produce sample outputs from NJ-EASEL, define the frequency for each report, and review the quality of output as reports are developed. The DGC will aim to structure data reports and output in ways that are easy to understand and interpret by staff members and other stakeholders, such as advocacy groups, research entities, and legislators. Sample data reports include:

- Identification of Grow NJ Kids factors that contribute most significantly to child outcomes.



- An analysis of children’s performance on the kindergarten entry assessment relative to Grow NJ Kids ratings.
- A description of workforce credentials relative to Grow NJ Kids ratings.
- An analysis of changes in qualifications in the workforce relative to ratings and child performance at kindergarten entry.
- An analysis of children’s performance beyond kindergarten relative to auspice and Grow NJ Kids ratings, as children progress through school, including state test scores, grade retention, and special education rates.
- An analysis of children’s performance at kindergarten entry relative to program quality features disaggregated by indicators of high needs, including children with disabilities, English learners, and homeless or migrant status.
- An analysis of the how program type influences children’s progress will drive future decisions about components of the early learning and development system (e.g., training, workforce credentials and curricula).

The bottom line is that by providing data reports that answer the New Jersey Early Care and Education Outcome-Based Objectives - and tapping our training and professional development structure—we can get this information into the hands of early childhood educators and program leaders to better inform instruction in the classroom; and into the hands of policymakers, who can institute more effective change from that level. Our goal is to be able to measure outcomes for children, programs and the early care and education workforce and use those outcomes to drive change. For example, we want to be able to make connections between increases in children with oral health care and routine health screening with later success in school. We want to be able to show that early developmental screening in infant/toddler and preschool programs has a direct impact on the need for Part C Early Intervention and special education services for school-aged children. We want to demonstrate that an increase in the number of practitioners with a degree/certificate in early care and education is related to an increase in the overall quality of early childhood programs throughout the state. Ultimately, we want to be able to use together the data we already collect in silos to improve child outcomes and illustrate that our continued programs investments are vital to the young children of our state.

To ensure NJ-EASEL is generating information in a timely way, we have developed the following staffing plan. Two permanent staff members will support the development of NJ-EASEL. These staff members will ensure that all staff implementing the **NJ Plan** have appropriate training in order to fully leverage the power of all early learning and development data systems.

Project Manager - NJ-EASEL Data Systems. This position will be funded through the grant, and will help ensure sustainability of the role following the conclusion of the grant (See Section (A)(3) and (A)(4), pages 74 and 91 ). This individual will be included in the IPG. This Project Manager will directly supervise:

- Program Data Architect - This position will be funded with RTT-ELC funds and will document the logical data model, the business definitions of the data, map the source systems into NJ-EASEL, and model the reporting solutions necessary in the completion and roll-out of NJ-EASEL.
- Integration Developer - This position will be funded with RTT-ELC funds and will handle technical aspects of the data integration process involved in the completion and roll-out of NJ-EASEL.
- Following the conclusion of the grant these positions/roles will be reexamined by DOE and OIT to determine whether a full-time need exists in DOE or whether responsibility for the positions returns to OIT.

In addition to these three core Development Team positions, the following functions will be performed by existing OIT staff on an as-needed basis. The work performed will be funded by RTT-ELC funds on a time and materials basis.

- Database Administrator – as needed to create, maintain, and optimize the NJ-EASEL database.
- Extract, Transform, Load (ETL) Coordinator – as needed to provide coordination and assistance to integration developers in using the existing data integration platform and migrating integration routines into the production environment.

- Business Intelligence Coordinator – as needed to provide coordination and assistance to report developers in using the existing business intelligence platform and migrating reporting and analytic solutions into the production environment.

In addition to the OIT staff identified above, the following functions will be filled by staff augmentation consultants for individual project sprints for the duration required by the project plan, and will be funded by RTT-ELC funds on a project engagement basis.

- Integration Developers – as needed depending on the complexity and volume of the integration work required.
- Reporting and Analytics Developers – as needed depending on the complexity and volume of the reporting and analytics work required.
- Quality Assurance Specialists – as needed for the testing and quality assurance phase of each project sprint.
- Data Analysts/Modelers – as needed depending on the complexity and volume of the analysis and design work required.

**(E)(2)(e) Meets the Data System Oversight Requirements and complies with the requirements of Federal, State, and local privacy laws**

The DGC will provide primary oversight for NJ-EASEL and the successful implementation of this high quality plan. It will establish a rigorous set of policies to ensure the quality of data in NJ-EASEL meets all Data System Oversight Requirements. The DGC will decide which data elements to include, approve the sources of those data elements, and where no source exists, determine whether a data collection process shall be created.

In conjunction with the New Jersey Office of Information Technology (OIT), the DGC will establish policies governing the confidentiality, integrity, and availability of the data managed by NJ-EASEL. This will include who has access to what, when, and where. These policies will be guided by a data dictionary that is approved by the DGC and defines the data element, how it can be used, and the appropriate level of protection it requires.

For transparency to the public, the DGC will publish an overarching description of NJ-EASEL, the nature and source of the data that it integrates, and the current and potential uses of that data. The DGC will verify and authorize the NJ-EASEL sub-system that enables parental/custodial consent for the release of personally identifiable information about a child. The DGC will also verify that the aspects of NJ-EASEL that require anonymity or summarized data will do so in a way that protects privacy.

DGC will ensure that NJ-EASEL is fully compliant with all federal, state and local privacy laws, ranging from the Health Insurance Portability and Accountability Act (HIPAA) to all of NJ OIT's Information Security Circulars.

**Priority 4: Competitive Preference Priority -- Creating Preschool through Third Grade Approaches to Sustain Improved Early Learning Outcomes through the Early Elementary Grades. (10 points)**

Priority 4 is designed to build upon the State's High-Quality Plan to improve birth through age five early learning outcomes, and to sustain and extend improved early learning outcomes through the early elementary school years, including by leveraging existing Federal, State, and local resources. The State will meet this priority based on the extent to which it describes a High-Quality Plan to improve the overall quality, alignment, and continuity of teaching and learning to serve children from preschool through third grade through such activities as--

(a) Enhancing the State's kindergarten-through-third-grade standards to align them with the State's Early Learning and Development Standards across all Essential Domains of School Readiness;

(b) Identifying and addressing the health, behavioral, and developmental needs of Children with High Needs from preschool through third grade, and building families' capacity to address these needs;

(c) Implementing teacher preparation and professional development programs and strategies that emphasize developmental science and the importance of protective factors, pedagogy, and the delivery of developmentally appropriate content, strategies for identifying and addressing the needs of children experiencing social and emotional challenges, and effective family engagement strategies for educators, administrators, and related personnel serving children from preschool through third grade;

(d) Implementing model systems of collaboration both within and between Early Learning and Development Programs and elementary schools to engage and support families and improve all transitions for children across the birth through third grade continuum;

(e) Building or enhancing data systems to monitor the status of children's learning and development from preschool through third grade to inform families and support student progress in meeting critical educational benchmarks in the early elementary grades; and

(f) Other efforts designed to increase the percentage of children who are able to read and do mathematics at grade level by the end of the third grade.

**Priority 4**

<b>State High Quality Plan</b>
<b>Creating Preschool through Third Grade Approaches to Sustain Improved Early Learning Outcomes through the Early Elementary Grades</b>
<b>Goal Statement</b>
New Jersey's goal is to sustain gains made in preschool across all domains of learning for

children in kindergarten through third grade by helping teachers and administrators implement optimal instructional practices across domains throughout the early grades, and by assessing and supporting children's development and learning using developmentally appropriate assessment and instruction with immediate intervention.

### Desired Outcomes by 2018

- ✓ Increased capacity of early childhood teachers and administrators to build and sustain a high quality Preschool - Third system.
- ✓ Improved teacher and administrator practices and student performance in targeted Priority and Focus Schools within the first two years of implementation.
- ✓ Improved teacher and administrator practices and student performance in schools with high partial proficiency rates in years three and four of implementation.
- ✓ Increased children's literacy and math proficiency through tablet-based ELA and math curricula.

Key Strategies	Timeline	Responsible Parties
Implement a two-phased strategy over a four-year period to elevate the capacity of the 99 schools with high partial proficiency rates (50% or higher). Phase 1: 49 schools Phase 2: 50 schools	Beginning 9/2014	DECE, Regional Achievement Center (RAC) staff
Develop implementation guidelines for grades first to third that are aligned with the preschool and kindergarten guidelines. Train DECE staff and other TA staff.	11/2013-8/2014	DECE, P to 3 Manager
Implement a K-3 grade entry and formative assessment and improvement system that promotes the differentiated support of leaders, teachers, students and engages families.	Beginning 8/2014	DECE
To enhance the capacity of teachers, leaders and families to support their children's social-emotional health, adopt and integrate Positive Behavior Supports In Schools (PBSIS).	Beginning 9/2014	DECE, RAC staff
Implement teacher preparation and professional development programs and strategies based on the following five major elements: 1) Transition Planning; 2) Entry Assessments; 3) Progress Monitoring; 4) Classroom Data Reviews 5) Data Workshops.	Beginning 9/2014	DECE, RAC staff
Conduct teacher and administrator seminars* that focus on the guidelines.	Beginning 9/2014	DECE, IHEs
Provide administrators and ELA coaches with assistance when interpreting data for the purpose of developing targeted interventions for both teachers (instructional practices) and students (targeted tutoring).	Beginning 10/2014	DECE, RAC staff
Develop and implement transition portfolios and grade level assessments for preschool through third to engage and support families and improve transitions.	Beginning 9/2014	DECE, RAC staff
Enhance NJ Smart data system capacity to monitor status of	During	DECE,

children’s learning and development from preschool through third grade.	Grant Period	Performance Division
Improve children’s mastery of math and literacy skills by selecting and piloting tablet-based literacy and math programs in select schools.	Beginning 9/2015	DECE, Innovation Division

The early learning years from preschool through third grade lay the foundation for children’s educational success in school and in life. However, misconceptions about how to teach the more rigorous Common Core standards, coupled with a focus on teacher accountability, have resulted in a movement away from instructional practices appropriate for young children. The lesson New Jersey takes from this is that we need to do more to infuse more optimal teaching practices for young children back into kindergarten and the early elementary grades through a data-informed continuous evaluation and improvement cycle for both instructional practices and child progress (all while meeting the more rigorous standards) via aligned standards and guiding documents, assessments, professional development, and embedded supports.

RTT-ELC funds will allow us to integrate these strategies in our high needs and low-performing (based on proficiency on the current 3<sup>rd</sup> grade state test- NJ ASK 3) “Priority,” and “Focus,” schools (Attachment 15, on Appendix pages 350-373). Knowing what is at stake for children during this critical learning period, New Jersey is stepping out as a national leader in establishing a cohesive learning path from preschool to third grade. (See Section (C)(1) for examples of New Jersey’s leading effort to develop a coordinated and aligned system of early learning and development standards from birth to grade three.)

To begin with, New Jersey has designed the **NJ Plan** based on a prenatal to grade three continuum that focuses on all domains of learning for children. This focus has transformed the framework through which the state’s early learning and development programs are governed.

The state’s Priority 4 plan outlines how New Jersey will improve the overall quality, alignment, and continuity of teaching and learning to serve children from preschool through third grade – helping to continue addressing the school achievement gap in kindergarten and the early elementary grades. New Jersey’s goal is to sustain gains made in preschool across all domains of learning for children in kindergarten through third grade by helping teachers and

administrators implement optimal instructional practices throughout the early grades, and by assessing and supporting children’s development and learning using developmentally appropriate assessment and instruction with immediate intervention. These efforts will build upon the structure already created by NJ’s NCLB waiver. High quality instructional practices will be supported by training in pedagogy and developmentally appropriate practices as well as providing systematic feedback to teachers and administrators on the following **five elements**: 1) transition planning, 2) entry assessments across all grades within the PreK-3 continuum, 3) monitoring of student progress, 4) classroom walkthroughs with feedback, and 5) analysis of program and child data.

Across the nation, Common Core State Standards, and professional learning reforms are being implemented concurrently but are often disconnected from one another. This situation can lead to confusion, frustration, and overload among instructional leaders and teachers alike. While national organizations such as Partnership for Assessment of Readiness for College and Careers (PARCC) and states are trying to create coherence for preschool through third grade, New Jersey is taking the lead with its high quality plan to fill in the blanks.

Over the next four years, New Jersey plans to dedicate significant funds toward sustaining early learning program gains in the early elementary grades – building on the successful practices already in place throughout the State Preschool Program and its teacher and leader series. DECE will implement a two-phased strategy, which includes (a) – (f) (described below) over the four-year grant period in targeted districts throughout the state. DECE will dedicate a Preschool through Third Grade Project Manager to oversee implementation. The Phases are as follows:

**Phase 1:**

The first phase will include Priority and Focus Schools in school districts with the highest concentration of low performing schools. A Priority School is a school that has been identified as among the lowest-performing five percent of Title I schools in the state over the past three years, or any non-Title I school that would otherwise have met the same criteria. In the first phase, approximately 45 schools will be targeted with Partial Proficiency rates of 50% or higher. The number of teachers, leaders and students are described below.

- 45 schools (and leaders)
- 14,425 students
- 577 teachers



**Phase 2**

The second phase will include the remaining schools with Partial Proficiency rates of 50% or higher. The number of teachers, leaders and students are described below.

- 45 schools (and leaders)
- 14,425 students
- 577 teachers

**(a) Enhancing the State’s kindergarten-through-third-grade standards;**

With the state’s adoption of the Common Core standards for K-12 in 2010, we revised the preschool standards, a process that was recently completed (dissemination and training in these revised standards are primary parts of (C)(1)’s high quality plan (See Section (C)(1)). We engaged experts in the fields of early literacy, math, and approaches to learning to ascertain how well the new preschool standards align with NJ Core Curriculum Content Standards and Common Core Standards and they all found significant alignment. Both sets of standards are evidence-based and high quality; reflect all essential domains of school readiness; and are designed for use with English learners and children with disabilities.

From the (C)(1), high quality plan (page 154), New Jersey will create a single document that shows a seamless alignment of the standards from birth to grade three that will include the New Jersey Birth to Three Early Learning Standards, the revised Preschool Teaching and Learning Standards, and the standards that govern kindergarten through third grade in New Jersey: the NJ Core Curriculum Content Standards and Common Core Standards. Using \$20,000 in funds from the RTT-ELC, we will produce this document by Fall of 2014 and disseminate it via our Training Academy, Implementation Teams, teacher preparation programs, home visiting and CCR&Rs. In addition, we will add “Approaches to Learning” to NJ’s kindergarten standards by Fall of 2015 (See more in (C)(1)(d)). The introduction of Approaches to Learning standards will help refocus teachers’ attention on a broader array of child competencies. Also, we will include training in the standards using developmentally appropriate strategies in our teacher and leader series, with one cohort starting in the Fall of 2014 and a second starting in the Fall of 2015.

**(b) Identifying and addressing the health, behavioral, and developmental needs of Children with High Needs from preschool through third grade, and building families' capacity to address these needs;**

Over the past decade, New Jersey's early childhood leaders have worked together to strengthen the requirements for programs to prioritize the physical, behavioral, social and emotional health of young children—especially for the state's highest needs children. Examples of this commitment are seen across our state departments and agencies, such as development of the state-sponsored First Steps Infant-Toddler Program (DHS) for center-based programs serving infants and toddlers, statewide implementation of the Pyramid model<sup>30</sup> in NJ's publicly funded preschools (DOE) and federally funded Early Head Start/Head Start Programs, recently updated/enhanced licensing standards that expand health requirements (DCF), and the establishment of a uniform set of infant/child health measures for our evidence-based home visiting models (DOH/DCF).

While the emphasis on physical and social emotional health is prevalent prior to school entry, once children leave preschool and enter kindergarten, supports for children's comprehensive needs, including the engagement of families, begin to dwindle. While all aspects of a child's health are critical, we recognize that children's social emotional well being is inextricably connected to learning (Hair, et al., 2006; Smith, B. J., 2006; Attachment 68, Recommended Practices: Linking Social Development and Behavior to School Readiness, on Appendix pages 952-953).

To enhance the capacity of teachers, leaders and families to support their children's social-emotional health, we will adopt and integrate Positive Behavior Supports In Schools (PBSIS). PBSIS will be implemented in three ways:

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<sup>30</sup> Pyramid Model is a conceptual framework of evidence-based practices developed by two national, federally-funded research and training centers: The [Center for the Social and Emotional Foundations for Early Learning](#) (CSEFEL) and TACSEI. Based on evaluation data over the last eight years, the Pyramid Model has shown to be a sound framework for early care and education systems.

1. A Train the Trainer model will be used to train the six Climate and Culture Specialists of the Regional Achievement Centers (RACs, Attachment 78, on Appendix page 986) for the appropriate regions as well as 99 school teams to build capacity in supporting children's social-emotional well-being.
2. The RAC Climate and Culture Specialists will use the training modules to train teachers in the strategies and provide embedded modeling and coaching throughout the year.
3. PBSIS will engage families through the parent liaisons in each school. Parent liaisons set up opportunities for including families in PBSIS in the following two ways:
  - Participating in family meetings and support groups that help parents become educated in the shared responsibility for their children's social emotional development. This will help to ensure that families have the necessary knowledge and understanding of strategies to address children's challenging behaviors at home, and to promote a strong home school partnership.
  - Contributing to the development of the individualized behavior intervention plan by making the family members of the PBSIS team.

The PBSIS checklist, "PBSIS Function-Based Tool", (Attachment 69, on Appendix pages 954-959) will be used to check implementation and inform improvements and adjustments to professional development, including any additional training.

**(c) Implementing teacher preparation and professional development programs and strategies support the comprehensive academic and social-emotional needs of children from preschool through third grade;**

Over the past four years, the DECE (with oversight of preschool to third grade) and its many partners (New Jersey Association for Supervision and Curriculum Development (NJASCD), New Jersey Principals and Supervisors Association (NJPSA) and the Advocates for Children of New Jersey (ACNJ)) invested in strengthening early childhood programming and practices throughout the early childhood years. We focused on strengthening the quality of kindergarten classrooms, based on our NJ Kindergarten Implementation Guidelines (Attachment 12, on Appendix pages 275-278) and because of concerns raised from a 2009 study of the quality of NJ kindergarten classrooms (NJ Kindergarten Evaluation Study, Attachment 70, on Appendix pages 960-961). This initiative was designed to elevate the expertise of both early childhood leaders

and kindergarten teachers (See Leadership Track and Kindergarten Seminar syllabi, Attachments 71 and 72 on Appendix pages 962 and 964).

To help schools navigate the increasingly complex world of Common Core and higher expectations for accountability, we will next develop guidelines for grades one to three (by September 2014). To facilitate their development, the DECE is establishing a Guidelines Steering Committee (comprised of school district staff, early childhood experts, higher education and staff from the participating state agencies) in November 2013. This committee will be charged with determining the content of the guidelines document, which will include information on pedagogy and young children, best practices in assessment, reading interventions, center- and project-based learning, in addition to specific guidance on implementing and assessing the Common Core using developmentally appropriate instructional practices and will highlight strategies for teacher evaluation. Like our preschool and kindergarten guidelines, the first to third grade guidelines will be available statewide and will come with modules to support their implementation.

The guidelines, will also include our framework for increasing the capacity of early childhood classrooms (preschool-third) teachers and administrators (See Attachment 73, Framework for Increasing Capacity of Early Childhood Classrooms (Preschool to Third Grade) Teachers and Administrators, on Appendix pages 968-976), which outlines our two- phased strategy for implementing teacher preparation and professional development programs and strategies. This intensive assessment and improvement strategy goes beyond understanding best practices in early childhood classrooms, and provides leaders and teachers with specific tools to ensure that leaders, teachers and children are successful.

We will invest funding to train 1,154 teachers in grades K-3 and 99 leaders in 99 schools with persistently low third grade NJ ASK scores to implement the Common Core Standards (see Training Phases above). We will use strategies appropriate for early elementary settings (K-3) using the existing technical assistance vehicles for K-12 but led by the Division of Early Childhood Education. To assist the DECE in training we will contract with a public university by September 2014.

New Jersey's system of assessment and improvement is designed to address five major elements that will occur through the Preschool - Third continuum, including: 1) Transition Planning, 2) Entry Assessments, 3) Progress Monitoring, 4) Classroom Data Reviews, and 5) Data Workshops. Each is a component of a comprehensive assessment and improvement system.

1) Transition Planning: Allows teachers and administrators to review data on incoming children as they transition from grade to grade. (See P4 (d) below for description of Transition Portfolios).

2) Entry Assessments: Builds upon the work of the KEA and other age-appropriate entry assessments that teachers administer at the beginning of each grade. This provides a starting point for instruction and forms the basis for individualized learning plans.

3) Progress Monitoring: Includes strategies and instruments, such as DRA2, Running Records and Unit assessments. The resulting data provide immediate information on efficacy of instruction and help teachers focus interventions and refine/develop plans for each child.

4) Classroom Data Review: Data reviews will consist of targeted walkthroughs that utilize instruments for appropriate expectations for high quality instructional practices in early childhood classrooms. The data reviews will assist teachers and administrators in reflecting on their instructional practices by reviewing data on a three-week cycle - occurring three weeks into every six-week curricular unit cycle.

Lastly, a specified Professional Learning Community (PLC) structure, will be used to support job-embedded professional development, which will drive the cultural shift required to focus on the high quality teacher practices that are necessary for any meaningful change within teacher instructional practices and student learning.

5) Data Workshops: Will occur at the end of every six-week cycle to provide administrators and coaches with an outside look at data for the purpose of developing targeted interventions for both

teachers (instructional practices) and students (targeted tutoring). At these meetings, staff from the Regional Achievement Centers (RAC) (See Attachment 78 on Appendix page 986) and DOE meet with district administrators and coaches to revise teaching practices and systems based on child-level and classroom level data.

**(d) Implementing model systems of collaboration both within and between Early Learning and Development Programs and elementary schools to engage and support families and improve transitions;**

Implicit in New Jersey's preschool through third grade approach are a number of systems of collaboration. In particular, transition planning helps improve all grade level transitions for children across the birth through third grade continuum. DOE will develop the Transition Portfolios by September 2014. These Portfolios will help tell the story of a child's learning experience as well as academic and social development in relation to grade level standards and goals established by teachers and families. Portfolios will follow students through their grade levels, reach across all learning domains, and contain the prior year's data. They will be shared with teachers, families, and preschool providers in order to foster continuous collaboration between community-based preschools and meaningful family engagement between schools and families. Once the Transition Portfolios are in place for preschool through third grade, this model system will provide comprehensive collaboration for both within and between early learning development programs and elementary schools.

DOE's grade level entry assessments and individualized plans (with parent feedback) for each grade level provide the needed data to help students transition from preschool through third grade. As New Jersey's KEA is implemented it will be incorporated into the system. We will also provide recommendations for entry assessments through third grade.

**(e) Building or enhancing data systems to monitor the status of children's learning and development from preschool through third grade**

DOE's NJ Standards Measurement and Resource for Teaching (NJ SMART) is a comprehensive statewide longitudinal data system solution that serves multiple purposes: staff/student identification, data warehousing, data reporting, and analytics. New Jersey is actively invested in

developing evidence based practices and solutions that measure and monitor progress towards instructional goals. DOE is committed to using technology as a means for: providing better information to LEAs and other stakeholders; for simplifying complicated data reporting requirements; for increasing administrative efficiency; and helping sustain improved early learning outcomes through the early elementary grades.

New Jersey will administer entry assessments at the beginning of each grade level beginning at preschool and will include kindergarten, first, second and third grade. These entry assessments provide an important starting point for instruction. Now that New Jersey has the capacity to track data, preschool through third grade, on children's learning and development, the next step is syncing it with the state's data system to help monitor student's status, inform families, and support student progress in meeting critical educational benchmarks.

Data from the KEA will be entered in NJ SMART by the end of the grant. The KEA data will guide DOE on which entry assessment data to track for the other grades. DOE will identify entry assessment data points for preschool through third grade by the end of the grant. And data from these entry assessments will be entered into NJ SMART for tracking student progress during the grant period. At that point NJ Smart will interface with early learning programs through NJ-EASEL to help study data, outcomes, etc.

**(f) Other efforts designed to increase the percentage of children who are able to read and do mathematics at grade level by the end of the third grade.**

New Jersey will conduct a Request for Proposals in September 2014 to secure a vendor by September 2015 to integrate technology as a strategy to help ensure children's success in developing literacy and math skills starting in kindergarten, through third grade. DOE will pilot a tablet-based software application for students in grades preschool through third with a focus on literacy and math. To accomplish this, the DOE will create a steering committee that selects a research-based, tablet-based, grade-appropriate, education software application for literacy and math.

- Invite pilot classrooms in Priority and Focus Schools.
- Conduct initial and ongoing training and coaching for teachers and administrators.
- Monitor program progress using metrics identified by the steering committee, including at a minimum a pre and post test evaluation of efficacy.



Note about Invitational Priorities: Invitational priorities signal areas the Departments are particularly interested in; however, addressing these priorities will not earn applicants any additional points.

### **Priority 6: Invitational Priority -- Encouraging Private-Sector Support**

The State will meet this priority based on the extent to which it describes how the private sector will provide financial and other resources to support the State and its Participating State Agencies or Participating Programs in the implementation of the State Plan.

#### **Priority 6**

New Jersey will engage the private sector to help implement the state's Early Learning Plan by fostering collaborations, and developing resources in support of the implementation of Grow NJ Kids. New Jersey is fortunate to have a pro-active private sector, which includes institutions of higher education, philanthropic organizations, businesses and non-profit organizations. The private sector will provide financial, in-kind support and their wealth of other resources (faculty, subject matter experts, community networks, etc.) to support implementation of the **NJ Plan**. Specifically, the private sector is committed to and aligned with the state plan, as evidenced in the letters of support in Attachment 20, Appendix pages 438-556. The private sector support generally falls into the following three categories: 1) Business Leadership; 2) Research, Innovation and Expertise; and 3) Foundation and other community partners.

1) **Business Leadership.** The NJCYC is reaching out to the business sector to establish new public/private partnerships where businesses support high quality early learning and development and assist in the implementation of the **NJ Plan**. By 2017, New Jersey will host<sup>31</sup>, in collaboration with a non-profit organization, a business summit on early childhood investment similar to the 2011 National Business Leader Summit on Early Childhood Investment held in Boston, MA. New Jersey will convene business leaders from across the country, with a large delegation from New Jersey, to discuss how early childhood policies benefit state economic recovery plans, business advocacy for smart investments in proven early childhood programs, and new research on the economic development benefits of early childhood programs.

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<sup>31</sup> Also, New Jersey will work with a consultant to support this initiative.

After the summit (by December 2017), New Jersey will form a statewide business leaders collaborative, consisting of a core group of business leaders, foundations, and other stakeholders who will engage as “early childhood champions.” This collaborative will focus on innovative solutions, resources, raising awareness, and contributions. Some examples include quality improvement incentives such as targeted scholarships for eligible staff in pursuit of credential or degree (from programs participating in Grow NJ Kids and serving high needs children); capital improvements at sites participating in Grow NJ Kids; and advocacy for statewide policies that support early learning quality improvement. Part of the charge of the collaborative will be to develop a strategic plan for communicating about the **NJ Plan**, and enlisting the business community to serve as ambassadors for the importance of investing in high quality early experiences for infants and young children.

**2) Research, Innovation and Expertise.** New Jersey’s institutes of higher education (IHEs) are valuable sources from which the state draws upon for research, innovation and expertise on early learning and development. As the state implements the **NJ Plan**, we plan to continue these partnerships, while fostering new ones. Examples of support include but are not limited to; the role of New Jersey IHEs in designing assessments; conducting evaluations to inform our targets for program quality and measure our impact on children’s learning and development; and assisting the state in professional development for leaders, teachers and caregivers.

New Jersey will partner with IHEs on the Early Learning Improvement Consortium (ELIC), which will be responsible for finalizing the Grow NJ Kids rating process, training raters, and conducting ratings. New Jersey will partner with IHEs in the creation of the Training Academy with three regional sites. Also, New Jersey will partner with an IHE to conduct the validation of the Tiered QRIS.

### **3) Foundation and other community partners.**

The private sector has played an important role in spearheading improvements to the quality and effectiveness of New Jersey’s early learning and development programs, workforce, Grow NJ Kids, and our outreach to the community. We will build on our work with community partners,

such as the New Jersey State Library and local libraries to promote stronger parent/child involvement and support family literacy. Community libraries will be encouraged to use Every Child Ready to Read literacy toolkits to promote early literacy development from birth to age five. Libraries will also help parents access high quality early learning settings through Grow NJ Kids, offer on-site Family Engagement workshops, and as appropriate host County Council for Young Children meetings.

As the state implements the **NJ Plan**, we will strengthen our partnerships and build new ones. Partnerships with United Way, the Nicholson Foundation and the Schumann Fund for New Jersey are already facilitating the implementation of the Grow NJ Kids test drive, allowing us to better understand the challenges and opportunities throughout each stage of implementation. As we implement the **NJ Plan**, we intend to use this time to create new connections with corporations and organizations such as Johnson & Johnson, and PNC Bank, which have been making investments in early learning and development for decades.

**BUDGET PART I: SUMMARY****BUDGET PART I—TABLES**

<b>Budget Table I-1: Budget Summary by Budget Category</b> (Evidence for selection criterion (A)(4)(b))					
<b>Budget Categories</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	720,700	966,160	991,569	642,380	<b>3,320,809</b>
2. Fringe Benefits	327,559	439,119	450,667	291,961	<b>1,509,306</b>
3. Travel	3,000	3,000	3,000	3,000	<b>12,000</b>
4. Equipment	6,000	750,000	0	0	<b>756,000</b>
5. Supplies	0	0	0	0	<b>0</b>
6. Contractual	4,957,070	4,890,137	4,259,070	3,253,594	<b>17,359,871</b>
7. Training Stipends	0	0	0	0	<b>0</b>
8. Other	11,000	16,000	11,000	11,000	<b>49,000</b>
9. Total Direct Costs (add lines 1-8)	<b>6,025,329</b>	<b>7,064,416</b>	<b>5,715,306</b>	<b>4,201,935</b>	<b>23,006,986</b>
10. Indirect Costs*	49,982	83,956	49,731	43,177	<b>226,846</b>
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	4,288,906	6,335,507	6,338,177	4,340,917	<b>21,303,507</b>
12. Funds set aside for participation in grantee technical assistance	100,000	100,000	100,000	100,000	400,000
<b>13. Total Grant Funds Requested</b> (add lines 9-12)	<b>10,464,217</b>	<b>13,583,879</b>	<b>12,203,214</b>	<b>8,686,029</b>	<b>44,937,339</b>
14. Funds from other sources used to support the State Plan	20,294,427	20,452,567	21,040,332	21,307,915	<b>83,095,241</b>
<b>15. Total Statewide Budget</b> (add lines 13-14)	<b>30,758,644</b>	<b>34,036,446</b>	<b>33,243,546</b>	<b>29,993,944</b>	<b>128,032,580</b>
<p><u>Columns (a) through (d):</u> For each grant year for which funding is requested, show the total amount requested for each applicable budget category.</p> <p><u>Column (e):</u> Show the total amount requested for all grant years.</p> <p><u>Line 6:</u> Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.</p> <p><u>Line 10:</u> If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.</p> <p><u>Line 11:</u> Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements,</p>					

<b>Budget Table I-1: Budget Summary by Budget Category</b> (Evidence for selection criterion (A)(4)(b))					
<b>Budget Categories</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.					
<u>Line 12:</u> The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.					
<u>Line 13:</u> This is the total funding requested under this grant.					
<u>Line 14:</u> Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.					

Budget Table I-2: Budget Summary by Participating State Agency--The State must include the budget totals for each Participating State Agency for each year of the grant. These line items should be consistent with the totals of each of the Participating State Agency Budgets provided in Budget Tables II-1.

<b>Budget Table I-2: Budget Summary by Participating State Agency</b> (Evidence for selection criterion (A)(4)(b))					
<b>Participating State Agency</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
<b>NJ Department of Education</b>	10,191,096	11,547,167	10,730,271	9,840,705	<b>42,309,239</b>
<b>NJ Department of Human Services</b>	17,731,124	20,238,043	20,246,913	18,256,016	<b>76,472,096</b>
<b>NJ Department of Children and Families</b>	2,248,176	1,501,175	1,505,254	1,509,440	<b>6,764,045</b>
<b>NJ Department of Health</b>	383,600	330,000	330,000	330,000	<b>1,373,600</b>
<b>Office of Information Technology</b>	204,648	420,061	431,108	57,783	<b>1,113,600</b>
<b>Total Statewide Budget</b>	10,191,096	11,547,167	10,730,271	9,840,705	<b>42,309,239</b>

Budget Table I-3: Budget Summary by Project--The State must include the proposed budget totals for each project for each year of the grant. These line items are the totals, for each project, across all of the Participating State Agencies' project budgets, as provided in Budget Tables II-2.

<b><u>Budget Table I-3: Budget Summary by Project</u></b> <b>(Evidence for selection criterion (A)(4)(b))</b>					
<b>Projects</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
<b>Grant Administration</b>	914,145	926,566	945,712	965,362	<b>3,751,785</b>
<b>Aligned Training and Professional Development</b>	18,169,392	17,288,478	17,328,937	17,492,637	<b>70,279,444</b>
<b>Incentives for Program Quality Improvement</b>	3,740,317	5,787,298	6,090,357	4,093,497	<b>19,711,469</b>
<b>Independent Ratings for Program Quality Improvement</b>	538,965	500,975	500,975	500,975	<b>2,041,890</b>
<b>Validating the Grow NJ Kids Tiered QRIS</b>	435,975	435,975	435,975	0	<b>1,307,925</b>
<b>Family Engagement and Health Connections</b>	1,697,201	1,701,175	1,705,254	1,709,440	<b>6,813,070</b>
<b>Public Outreach and Awareness</b>	2,124,937	2,625,912	2,625,912	2,625,912	<b>10,002,673</b>
<b>Data Systems</b>	2,341,402	3,610,924	2,320,942	1,429,608	<b>9,702,876</b>
<b>Preschool-3rd Grade Initiative</b>	427,330	685,573	693,032	449,713	<b>2,255,648</b>
<b>Kindergarten Entry Assessment</b>	296,250	442,400	596,450	726,800	<b>2,061,900</b>
<b>Standards</b>	72,730	31,170	0	0	<b>103,900</b>
<b>Total Statewide Budget</b>	<b>30,758,644</b>	<b>34,036,446</b>	<b>33,243,546</b>	<b>29,993,944</b>	<b>128,032,580</b>

## BUDGET PART I -NARRATIVE

*Describe, in the text box below, the overall structure of the State's budget for implementing the State Plan, including*

- A list of each Participating State Agency, together with a description of its budgetary and project responsibilities;
- A list of projects and a description of how these projects taken together will result in full implementation of the State Plan;
- For each project:
  - The designation of the selection criterion or competitive preference priority the project addresses;
  - An explanation of how the project will be organized and managed in order to ensure the implementation of the High-Quality Plans described in the selection criteria or competitive preference priorities; and
- Any information pertinent to understanding the proposed budget for each project.

### **Budget Part I - Narrative (also responds to (A)(4)(b))**

The State of New Jersey is requesting approximately \$44,937,339 million in RTT-ELC funds over four years for this project, which also includes \$83,095,241 in existing state funds for a project total of approximately \$128,032,580 million. The budget for the **NJ Plan** was designed to execute the high quality plans described throughout this application. As evidenced in (A)(4)(a) and (c), the state's budget decisions were based on tapping existing funds (subject to annual state appropriations), taking current investments and programs to the next level, and the extent to which new investments would build capacity needed to sustain our impact on high needs children beyond the four-year grant period. In short, we selected to propose funding for:

1) Larger, short-term costs that will bring successful policies and programs to scale (such as the Training Academy and incentives for scholarships); and 2) a secondary focus on developing knowledge and sharing information (such as seed money for improved data systems and sharing, improved Central Intake Hubs, and gathering feedback from families through County Councils for Young Children).

### **AGENCIES**

Five agencies will be involved in the implementation of the **NJ Plan**: the Department of Education (DOE), the Department of Human Services (DHS), the Department of Children and Families (DCF), the Department of Health (DOH), and the Office of Information Technology

(within NJ's Department of Treasury). A brief description of each participating state agency, and its budgetary and project responsibilities, is listed below. For additional details, see MOUs in Attachments A-H, on Appendix pages 1-33.

Department of Education/Division of Early Childhood Education (DECE): The DOE will be the lead agency for the administration of the overall grant (project 1), including managerial and fiscal oversight of all RTT-ELC grant funds. In addition, the DOE will be the lead agency with budgetary and project responsibilities for the Training Academy (project 2), Independent Ratings for Grow NJ Kids (New Jersey's QRIS) (project 4), Validation of Grow NJ Kids (project 5), the Preschool-3<sup>rd</sup> Grade Initiative (project 9), the Kindergarten Entry Assessment (project 10), and the Standards (project 11). Along with DCF, DHS and OIT, DOE will be the co-lead with budgetary and project responsibilities for Data Systems (project 8), overseeing an initiative to develop an early childhood data warehouse (NJ-EASEL) with OIT. Due to the substantial oversight required of the DOE through this grant, an additional four FTE's will be added (responsibilities and salaries are noted in Budget Narrative Part II.)

Department of Children and Families: The DCF will be the co-lead agency with budgetary and project responsibilities for the County Council piece of the Family Engagement initiative (project 6). Along with DOE and DHS, DCF will be the co-lead with budgetary and project responsibilities for Data Systems (project 8), overseeing an initiative to enhance the state's current licensing data system.

Department of Human Services: The DHS will be the lead agency with budgetary and project responsibilities for Incentives for Program Quality (project 3) and Public Outreach and Awareness (project 7). Along with DOE and DCF, DHS will be the co-lead with budgetary and project responsibilities for Data Systems (project 8), overseeing an initiative to enhance the state's current workforce data system to include Grow NJ Kids data.

Department of Health: The DOH will be the co-lead agency with budgetary and project responsibilities for the Central Intake Hub piece of the Family Engagement initiative (project 6).



Office of Information Technology: The OIT will be a co-lead agency with budgetary and project responsibilities for cross-agency data linking through NJ-EASEL (project 8). Along with the Department of Education, OIT will dedicate staff time and resources to the creation of the infrastructure needed for NJ-EASEL.

When taken with the existing investments by federal, state, local and private sources described in Section (A)(4)(a), page 91, the grant funds proposed for each project provide a realistic yet ambitious fiscal plan that will enable New Jersey to fully implement the activities within its high quality plans. We based these costs on research, existing expenditures, regional costs, and discussions among the IPG, and also consulted experts in the field. We are confident that our budget will allow us to effectively carry out the **NJ Plan**.

Below is a list of the specific projects carried out by both public and private sector partners, including descriptions of how these projects, when taken together, will result in full implementation of the **NJ Plan**. The selection criteria that each project addresses are noted at the top of each of the four Project Categories.

## **PROJECTS**

The 11 projects associated with the **NJ Plan** are listed below and grouped into four main categories: Grant Administration; Grow NJ Kids; Family Engagement; and Preschool-Grade 3 Initiatives.

### **Grant Administration:** Addresses all high quality plans

Project 1) Grant Administration

The DOE will hire 4 FTEs to oversee the management of the projects associated with the grant (project 1: \$2.5 million in RTT-ELC funds; \$1.3 million in state/other federal funds): 1 RTT-ELC Administrator; 2 Fiscal Managers; 1 Support Staff Person (See more details in (A)(3), page 78) and Budget Narrative II, page 259.

### **Grow NJ Kids:** Addresses all high quality plans from Sections (B)(1-5); and (D)(1) as follows:

Project 2) Aligned Training and Professional Development;  
 Project 3) Incentives for Program Quality Improvement;  
 Project 4) Independent Ratings for Program Quality Improvement;  
 Project 5) Validating the Grow NJ Kids Tiered QRIS;  
 Project 7) Public Outreach and Awareness;  
 Project 8) Data Systems; and  
 Project 11) Standards.

The 7 projects associated with Grow NJ Kids, address sections (B)(1-5) and (D)(1), and focus on improving the quality of early care and education programs, while increasing access to high quality programs for high needs children. The Department of Human Services will oversee the implementation of Grow NJ Kids and, through its grants office, will administer incentives associated with the program (project 3: \$15.1 million in RTT-ELC funds; \$4.6 million in state/other federal funds). DHS will also oversee a three-year public outreach campaign to inform families and the public about the importance of high quality early care and education programs through Grow NJ Kids, as well as about the information to strengthen families as partners in their child's overall health and learning (project 7: \$1.5 million in RTT-ELC funds; \$8.5 million in state/other federal funds). The Department of Education will oversee the establishment of the Training Academy, including the initial trainings and professional development necessary to build its capacity (project 2: \$8.7 million in RTT-ELC funds; \$61.5 million in state/other federal funds) and the alignment of standards to be used by the Academy (project 11: \$103,900 in RTT-ELC funds). In addition, the DOE will oversee the consortium of universities to administer ratings (project 4: \$2 million in RTT-ELC funds), as well as an independent entity to verify the validity of Grow NJ Kids (project 5: \$1.3 million in RTT-ELC funds). Finally, the DOE, DHS, DCF, and OIT will have joint responsibility for a data initiative to link information across the state's many early care and education databases, expand the state's workforce registry, and enhance the state's licensing data system (project 8: \$5.7 million in RTT-ELC funds; \$4 million in state funds/other federal).

**Family Engagement:** Addresses high quality plans in (C)(3) and (C)(4)

Project 6) Family Engagement and Health Connections

This project (\$6.8 million in RTT-ELC funds) addresses sections (C)(3) and (C)(4) first by establishing local, parent-led County Councils for Young Children throughout the state. DCF is currently overseeing a County Council pilot program, and will handle management and fiscal oversight for the expansion of councils into the state's remaining counties. Second, DOH will have primary management and fiscal oversight for the establishment of the statewide system of Central Intake Hubs, which connect families, physicians, educators and others to needed health services, with additional oversight from DCF.

**Preschool to Third Grade:** Addresses high quality plans in (E)(1) (page 204) and Competitive Priority #4 (page 233), as described below.

Project 9 (\$1.1 million in RTT-ELC funds; \$1.2 million in state funds) and Project 10 (\$2.1 million in state funds) are associated with preschool through third grade and are addressed in sections Competitive Priority #4 and (E)(1) respectively. They include investing in a technology-based curriculum to improve literacy in low-performing early elementary schools and in the implementation of a statewide Kindergarten Entry Assessment. The DOE will take management and fiscal oversight for both of these initiatives.

The above projects, combined with our existing investments, represent a thoughtful set of budgetary decisions that New Jersey leaders specifically made to align with the high quality plans outlined throughout this application. We are eager to take advantage of this significant opportunity to couple well-laid plans with sizeable federal funds in order to achieve our stated goal: To implement an aligned and coordinated high quality system of early education and care *with measurable impact for all of the state's high needs children from pregnancy through age eight*. By adding supports to New Jersey's high needs families, improving access to high quality programs, and building capacity for years to come, we are ready to put our plan into action. Our state's history of continuous investment in programs that work—and knowing when it's time to switch paths—is something that has prepared us to manage this grant and to be good stewards of these funds. With our goal for this budget to build capacity within the state that will allow us to sustain mechanisms for change over time, we believe the **NJ Plan** will undoubtedly improve outcomes for our youngest high needs citizens.

## BUDGET PART II: PARTICIPATING STATE AGENCY

The State must complete Budget Table II-1, Budget Table II-2, and a narrative for each Participating State Agency with budgetary responsibilities. Therefore, the State should replicate the Budget Part II tables and narrative for each Participating State Agency, and include them in this section as follows:

- Participating State Agency 1: Budget Table II-1, Budget Table II-2, narrative.
- Participating State Agency 2: Budget Table II-1, Budget Table II-2, narrative.

### BUDGET PART II -TABLES

Budget Table II-1: Participating State Agency Budget By Budget Category--The State must include the Participating State Agency's budget totals for each budget category for each year of the grant.

The State of New Jersey is requesting RTT-ELC funds in the amount of \$44,937,339. All budget category line items are described within the projects for each Participating State Agency listed below. Note that if a project includes funds from multiple agencies, the Project expenditures will be listed in each agency section below. Also note that benefit amounts are projected at current levels, salaries are projected with an estimated annual cost of living adjustment of 2.63%, and indirect costs are calculated according to the NJ Department of Education's current agreement with the US Department of Education. Finally, it is important to note that much of the dollars in the contractual category detailed out in the budgets below are for MOUs with state colleges and universities, wherein procurement timelines are streamlined. New Jersey procurement procedures encourage the use of state resources including state colleges and universities, where feasible.

<b>Budget Table II-1: Participating State Agency</b> <b>(Evidence for selection criterion (A)(4)(b))</b> <b>&lt;Department of Education&gt;</b>					
<b>Budget Categories</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	405,000	497,756	510,847	413,480	<b>1,827,083</b>
2. Fringe Benefits	184,073	226,230	232,179	187,926	<b>830,408</b>
3. Travel	1,000	1,000	1,000	1,000	<b>4,000</b>
4. Equipment	6,000	750,000			<b>756,000</b>
5. Supplies	0	0	0	0	<b>0</b>

<b>Budget Table II-1: Participating State Agency</b> <b>(Evidence for selection criterion (A)(4)(b))</b> <b>&lt;Department of Education&gt;</b>					
<b>Budget Categories</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
6. Contractual	4,207,070	4,390,137	3,759,070	2,753,594	<b>15,109,871</b>
7. Training Stipends	0	0	0	0	<b>0</b>
8. Other	11,000	16,000	11,000	11,000	<b>49,000</b>
9. Total Direct Costs (add lines 1-8)	<b>4,814,143</b>	<b>5,881,123</b>	<b>4,514,096</b>	<b>3,367,000</b>	<b>18,576,362</b>
10. Indirect Costs*	39,002	72,715	38,222	31,393	<b>181,332</b>
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	0	0	0	0	<b>0</b>
12. Funds set aside for participation in grantee technical assistance	100,000	100,000	100,000	100,000	<b>400,000</b>
<b>13. Total Grant Funds Requested</b> (add lines 9-12)	<b>4,953,145</b>	<b>6,053,838</b>	<b>4,652,318</b>	<b>3,498,393</b>	<b>19,157,694</b>
14. Funds from other sources used to support the State Plan	5,237,951	5,493,329	6,077,953	6,342,312	<b>23,151,545</b>
<b>15. Total Budget</b> (add lines 13-14)	<b>10,191,096</b>	<b>11,547,167</b>	<b>10,730,271</b>	<b>9,840,705</b>	<b>42,309,239</b>
<p><u>Columns (a) through (d):</u> For each grant year for which funding is requested, show the total amount requested for each applicable budget category.</p> <p><u>Column (e):</u> Show the total amount requested for all grant years.</p> <p><u>Line 6:</u> Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.</p> <p><u>Line 10:</u> If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.</p> <p><u>Line 11:</u> Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.</p> <p><u>Line 12:</u> The Participating State Agency's allocation of the \$400,000 the State must set aside from its Total Grant Funds Requested for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated evenly across the four years of the grant.</p> <p><u>Line 13:</u> This is the total funding requested under this grant.</p> <p><u>Line 14:</u> Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.</p>					

Budget Table II-2: Participating State Agency Budget By Project--The State must include the *Participating State Agency's proposed budget totals for each project for each year of the grant.*

<b>Budget Table II-2: Participating State Agency</b> <b>(Evidence for selection criterion (A)(4)(b))</b> <b>&lt;Department of Education&gt;</b>					
<b>Project</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
<b>Grant Administration</b>	797,785	807,146	823,151	839,578	<b>3,267,660</b>
<b>Aligned Training and Professional Development</b>	7,354,213	6,573,597	6,614,056	6,777,756	<b>27,319,622</b>
<b>Incentives for Program Quality Improvement</b>	30,975	30,975	330,975	330,975	<b>723,900</b>
<b>Independent Ratings for Program Quality Improvement</b>	538,965	500,975	500,975	500,975	<b>2,041,890</b>
<b>Validating the Grow NJ Kids Tiered QRIS</b>	435,975	435,975	435,975		<b>1,307,925</b>
<b>Family Engagement and Health Connections</b>	0	0	0	0	<b>0</b>
<b>Public Outreach and Awareness</b>	0	0	0	0	<b>0</b>
<b>Data Systems</b>	236,873	2,039,356	735,657	214,908	<b>3,226,794</b>
<b>Preschool-3rd Grade Initiative</b>	427,330	685,573	693,032	449,713	<b>2,255,648</b>
<b>Kindergarten Entry Assessment</b>	296,250	442,400	596,450	726,800	<b>2,061,900</b>
<b>Standards</b>	72,730	31,170	0	0	<b>103,900</b>
<b>Total Budget</b>	<b>10,191,096</b>	<b>11,547,167</b>	<b>10,730,271</b>	<b>9,840,705</b>	<b>42,309,239</b>

## **Budget Part II Narrative**

### **Budget Part II - Department of Education (DOE) (See: MOU)**

The Department of Education's budget includes many initiatives that will require a contractual agreement with a service provider or vendor, or a Memorandum of Understanding (MOU) with a state college/university. In procuring all contracts and MOUs, the DOE will follow all required procedures. In the descriptions below, contract and MOU budget items reflect an estimate of proposed costs. Actual costs will vary depending on the specific vendor/service provider/university procured.

#### **Project 1) Grant Administration**

The DOE will hire an RTT-ELC Administrator to oversee the entire grant. This person will report to the Administrator of the DOE's Division of Early Childhood Education (DECE), and receive a salary of \$100,000 plus benefits. Reporting to the RTT-ELC Administrator will be 2 fiscal managers to oversee the plan's many contracts and MOUs (at salaries of \$80,000 plus benefits), and an administrative staff person who will provide support to all three positions (at a salary of \$65,000 plus benefits). Operating costs are included based on historical expenditures and are described in the table below. These positions will last only through the grant period. In addition to the above staff, the DOE plans to use state funds to support existing staff who will coordinate the rollout of the state's Kindergarten Entry Assessment (see Section (E)(1)) and oversee the NJCYC (see Section (A)(3)). Details are described in the table below.

<b>Budget Category</b>	<b>Description</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Total</b>
<b>Personnel</b>	4 FTE: RTT-ELC Administrator; 2 Fiscal Managers, 1 Support Staff	\$325,000	\$333,548	\$342,320	\$351,323	\$1,352,190
<b>Benefits</b>	45.45% of salary	\$147,713	\$151,597	\$155,584	\$159,676	\$614,570
<b>Equipment</b>	Computers for RTT-ELC Staff	\$6,000				\$6,000
<b>Other</b>	Technology for RTT-ELC Staff	\$11,000	\$11,000	\$11,000	\$11,000	\$44,000
<b>Travel</b>	Travel for RTT-ELC Administrator	\$1,000	\$1,000	\$1,000	\$1,000	\$4,000
<b>Indirect</b>	3.90%	\$19,138	\$19,389	\$19,886	\$20,398	\$78,811
<b>Grantee TA</b>	Mandatory TA Set Aside	\$100,000	\$100,000	\$100,000	\$100,000	\$400,000
<b>Total</b>		<b>\$609,850</b>	<b>\$616,533</b>	<b>\$629,790</b>	<b>\$643,397</b>	<b>\$2,499,570</b>
<b>Existing Funds</b>		<b>\$187,935</b>	<b>\$190,613</b>	<b>\$193,361</b>	<b>\$196,181</b>	<b>\$768,090</b>
<b>Total</b>		<b>\$797,785</b>	<b>\$807,146</b>	<b>\$823,151</b>	<b>\$839,578</b>	<b>\$3,267,660</b>

### Project 2: Aligned Training and Professional Development

The Training Academy, as described in sections B(4), will be established as a statewide hub for early learning and development training and will be open to both Grow NJ Kids participants and other programs throughout the state. The DOE will enter into an MOU with a state college/university to create three regional training centers. One region will be the lead, and will house the Training Academy Leader, who will guide the overall operation of all three regions, with a salary of \$90,000 plus benefits. Reporting to the Training Academy Leader, will be three Training Support Coordinators (one per region, with salaries of \$90,000 plus benefits) who will collaborate to organize the trainings offered by each region and the staff providing the trainings. Each region will also house one Early Childhood Health Coordinator and one Disabilities Coach/Trainer at salaries of \$80,000 plus benefits. These staff will report to the Training Support Coordinators, and will conduct trainings and/or provide coaching to the Quality Improvement Specialists (coaches for Grow NJ Kids participants). Finally, each region of the Academy will use a cadre of training-specific consultants to guide the Quality Improvement Specialists (QIS). We estimate each region will need approximately four FTE consultants for 90 days a year at \$600 per day.

In order to prepare the Academy staff for their statewide role, the DOE will use grant funds in Years 1 and 2 to seek to procure contracts with developers to provide Training of Trainer instruction in the various instruments required in Grow NJ Kids. In Year 1, while the Academy is being established, the DOE will enter into a contract to provide Grow NJ Kids participants and QIS staff with direct training in curriculum and assessment. All costs for training were derived from historical expenditures and consultation with experts in the field.

In Years 2 and 4 of the grant period, the DOE will seek to procure a contract with an entity to conduct a Higher Education Inventory Study to examine the impact of NJ's alignment and integration efforts on institutions of higher education (see Section (D)(1)). This will serve as the follow-up to a baseline study recently funded through the NJCYC, and costs are estimated based on that prior study.



Along with grant funds, the DOE plans to provide support for this project through preschool coaches currently funded in 35 school districts and part-time QIS staff currently funded in the state's regional Learning Resource Centers. In addition, DECE staff will provide a series of trainings for both Academy and QIS staff (see Section (B)(4)).

<b>Budget Category</b>	<b>Description</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Total</b>
<b>Contractual</b>	Academy Staff: 1 leader; 3 Permanent Trainers; 3 Disabilities Coordinators; 3 Health Care Consultants; Cadre of Consultants (4 per region, 90 days, \$600/day)	\$1,869,780	\$1,891,637	\$1,914,070	\$1,937,094	\$7,612,581
	Training for Academy Staff (TOT)	\$141,000	\$82,000			\$223,000
	Training for QIS and Initial QRIS Participants (57 cohorts of 50 trainees)	\$858,300				\$858,300
	Higher Education Inventory		\$16,500		\$16,500	\$33,000
<b>Indirect</b>	3.90%	\$7,722	\$6,767	\$2,925	\$3,569	\$20,983
<b>Total Grant Funds</b>		<b>\$2,876,802</b>	<b>\$1,996,904</b>	<b>\$1,916,995</b>	<b>\$1,957,163</b>	<b>\$8,747,864</b>
<b>Existing Funds</b>		<b>\$4,477,411</b>	<b>\$4,576,693</b>	<b>\$4,697,061</b>	<b>\$4,820,593</b>	<b>\$18,571,758</b>
<b>Project Total (DOE)</b>		<b>\$7,354,213</b>	<b>\$6,573,597</b>	<b>\$6,614,056</b>	<b>\$6,777,756</b>	<b>\$27,319,622</b>

### Project 3: Incentives for Program Quality Improvement

As described in Section (B)(4), the DOE will seek to procure a contract with a firm or individual to provide consultation on the establishment of stronger public/private partnerships in the state, with the goal of instituting a fund to continue (and perhaps expand) incentives available to programs participating in Grow NJ Kids. The firm or individual will work in consultation with the NJCYC's Program Improvement Committee.

The DOE's Office of Special Education Programs (OSEP) will oversee a competitive grant starting in Year 3 to encourage the inclusion of preschoolers with special needs in general

education settings. The OSEP will award IDEA Part B funding in the amount of \$75,000, for two years, to each of four school districts willing to partner with private preschool providers.

Budget Category	Description	Year 1	Year 2	Year 3	Year 4	Total
<b>Contractual</b>	Consultant to oversee Public/Private Partnerships (\$400/day; 75 days)	\$30,000	\$30,000	\$30,000	\$30,000	\$120,000
<b>Indirect</b>	3.90%	\$975	\$975	\$975	\$975	\$4,875
<b>Total</b>		<b>\$30,975</b>	<b>\$30,975</b>	<b>\$30,975</b>	<b>\$30,975</b>	<b>\$174,875</b>
<b>Existing Funds</b>				<b>\$300,000</b>	<b>\$300,000</b>	<b>\$600,000</b>
<b>Project Total (DOE)</b>		<b>\$30,975</b>	<b>\$30,975</b>	<b>\$330,975</b>	<b>\$330,975</b>	<b>\$723,900</b>

#### Project 4: Independent Ratings for Program Quality Improvement

Through an MOU, the DOE will seek to work with a state college/university to conduct ratings for Grow NJ Kids participants, as described in Section (B)(3). Cost estimates are based on consultation with experts in the field. Higher Year 1 costs account for the initial training and reliability needed to conduct the ratings. The cost of ratings in Years 2-4 are expected to stabilize as the raters become more familiar with their role and as the annual number of programs needing a rating becomes more constant.

Budget Category	Description	Year 1	Year 2	Year 3	Year 4	Total
<b>Contractual - Higher Education</b>	MOU with an institution of higher education to conduct QRIS site ratings.	\$537,990	\$500,000	\$500,000	\$500,000	<b>\$2,037,990</b>
<b>Indirect</b>	3.9% up to first \$25,000 of contract	\$975	\$975	\$975	\$975	<b>\$3,900</b>
<b>Project Total (DOE)</b>		<b>\$538,965</b>	<b>\$500,975</b>	<b>\$500,975</b>	<b>\$500,975</b>	<b>\$2,041,890</b>

#### Project 5: Validating the Grow NJ Kids Tiered QRIS

As described in Section (B)(5), the DOE will seek an MOU with a state college/university to perform a validation study on Grow NJ Kids. Based on similar studies conducted for the DECE on the State Preschool Program, annual costs of the study are estimated at \$435,000. The validation study will be conducted for the first three years of the grant, after which Grow NJ Kids will be validated on a bi-annual basis.

Budget Category	Description	Year 1	Year 2	Year 3	Year 4	Total
<b>Contractual - Higher Education</b>	MOU with an institution of higher education to conduct annual validity study of QRIS estimated at \$435,000 per year	\$435,000	\$435,000	\$435,000		<b>\$1,305,000</b>
<b>Indirect</b>	3.9% up to first \$25,000 of contract	\$975	\$975	\$975		<b>\$2,925</b>
<b>Project Total (DOE)</b>		<b>\$435,975</b>	<b>\$435,975</b>	<b>\$435,975</b>	<b>\$0</b>	<b>\$1,307,925</b>

### Project 8: Data Systems

In consultation with NJ's Office of Information Technology (OIT), the DOE will hire two individuals to oversee the initial development of the New Jersey Enterprise Analysis System for Early Learning (NJ-EASEL), NJ's data linking project (see Section (E)(2)). A full-time IT Program Manager and a half-time Lead Business Analyst will be hired during the second half of Year 1 at salaries of \$115,000 and \$90,000 (respectively) plus benefits. Both of these positions will report to the DECE Administrator, and will phase out after the first half of Year 4.

In addition to the above staff, and also in consultation with OIT, DOE will seek to procure a contract for the hardware and software necessary for the NJ-EASEL initiative, as well as several contractors to assist with the work necessary to establish the data system. All cost estimates were obtained from OIT and are based on similar initiatives.

Budget Category	Description	Year 1	Year 2	Year 3	Year 4	Total
<b>Personnel</b>	1 FTE: IT Program Manager (6 months Years 1, 4; 12 months Years 2, 3); .5 FTE Lead Business Analyst (6 months Years 1, 4; 12 months Years 2, 3)	\$80,000	\$164,208	\$168,527	\$62,157	<b>\$474,892</b>
<b>Benefits</b>	45.45% of salary	\$36,360	\$74,633	\$76,595	\$28,250	<b>\$215,838</b>
<b>Contractual</b>	Contractors (Architect, developers, quality assurance) and Hardware/Software	\$115,000	\$1,760,000	\$480,000	\$120,000	<b>\$2,475,000</b>
<b>Indirect</b>	3.90%	\$5,513	\$40,515	\$10,535	\$4,501	<b>\$61,064</b>
<b>Total</b>		<b>\$236,873</b>	<b>\$2,039,356</b>	<b>\$735,657</b>	<b>\$214,908</b>	<b>\$3,226,794</b>
<b>Project Total (DOE)</b>		<b>\$236,873</b>	<b>\$2,039,356</b>	<b>\$735,657</b>	<b>\$214,908</b>	<b>\$3,226,794</b>

### Project 9: Preschool-3rd Grade Initiative

The DOE will seek to procure a contract with an outside entity to develop a technology-based curriculum that will be targeted to low-performing schools within the state (see Section (E)(1) and Priority 4). As the curriculum is developed, DOE will seek an MOU with a state university to assist in the development of training materials on the curriculum, and in the delivery of those training materials throughout the state. Curriculum costs are based on consultation from experts in the field. Training development and delivery costs are estimated based on a similar MOU for leadership training within the State Preschool Program.

Along with grant funds, DOE will support this project by using state funds to support current DECE staff to work on this initiative part-time. These staff will work with the university (see above) to develop the training materials and deliver the trainings, and will assume responsibility for both after the grant period.

Budget Category	Description	Year 1	Year 2	Year 3	Year 4	Total
<b>Contractual</b>	Technology-Based Curriculum		\$250,000	\$250,000		<b>\$500,000</b>
	Training Development and Delivery Assistance (University)	\$150,000	\$150,000	\$150,000	\$150,000	<b>\$600,000</b>
<b>Indirect</b>	<b>3.90%</b>	\$975	\$1,950	\$1,950	\$975	<b>\$5,850</b>
<b>Total</b>		<b>\$150,975</b>	<b>\$401,950</b>	<b>\$401,950</b>	<b>\$150,975</b>	<b>\$1,105,850</b>
<b>Existing Funds</b>		<b>\$276,355</b>	<b>\$283,623</b>	<b>\$291,082</b>	<b>\$298,738</b>	<b>\$1,149,798</b>
<b>Project Total (DOE)</b>		<b>\$427,330</b>	<b>\$685,573</b>	<b>\$693,032</b>	<b>\$449,713</b>	<b>\$2,255,648</b>

#### Project 10: Kindergarten Entry Assessment

The DOE will use existing funds dedicated to state assessments to implement a five-year roll-out of the New Jersey Kindergarten Entry Assessment (NJKEA) (see Section (E)(1) and Competitive Priority 4). Cost estimates include both the delivery of the assessment for an increasing number of students each year, and training on the NJKEA for a new cohort of teachers each year. Other state assessments and training were used for all cost estimates.

Budget Category	Year 1	Year 2	Year 3	Year 4	Total
<b>Existing Funds</b>	\$296,250	\$442,400	\$596,450	\$726,800	<b>\$2,061,900</b>
<b>Project Total (DOE)</b>	<b>\$296,250</b>	<b>\$442,400</b>	<b>\$596,450</b>	<b>\$726,800</b>	<b>\$2,061,900</b>

### Project 11: Standards

The DOE will seek to procure a contract or contracts for several standards-related activities (see Sections (C)(1)) and (C)(4). First, the NJ Birth to Three Early Learning Standards will be translated into Spanish and Arabic. A parent-guide will be developed, which will also be translated and subsequently distributed throughout the state. Total costs for this project are estimated at about \$30,000, based on a similar project recently completed for the NJCYC.

In addition, the DOE will seek to procure a contract or contracts to align the NJ Birth to Three Early Learning Standards and the NJ Preschool Teaching and Learning Standards with NJ's K-3 Core Curriculum Content Standards and add Approaches to Learning from birth to grade 3 (see Section (C)(1)). Consultants will assist with the alignment, the addition of Approaches to Learning, the development training modules and an overall review of the standards once aligned. Based on similar activities, the total cost of this aspect of the project is estimated at \$65,000. Finally, the DOE will procure a contract to develop a module for Family Engagement Standards (see Section (C)(4)) to train early childhood educators (see below for details).

<b>Budget Category</b>	<b>Description</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Total</b>
<b>Contractual</b>	Alignment of Birth-Grade 3 Standards; Addition of Approaches to Learning	\$35,000				<b>\$35,000</b>
	Infant Toddler Standards - Self-paced module development	\$30,000				<b>\$30,000</b>
	Development of Parent-Guide; Translations; Design and Printing		\$30,000			<b>\$30,000</b>
	Module Development - Family Engagement Standards	\$5,000				<b>\$5,000</b>
<b>Indirect</b>	<b>3.90%</b>	\$2,730	\$1,170			<b>\$3,900</b>
<b>Project Total (DHS)</b>		<b>\$72,730</b>	<b>\$31,170</b>	<b>\$0</b>	<b>\$0</b>	<b>\$103,900</b>

<b>Budget Table II-1: Participating State Agency</b> <b>(Evidence for selection criterion (A)(4)(b))</b> <b>&lt;Department of Human Services&gt;</b>					
<b>Budget Categories</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	75,000	76,973	78,997	81,074	<b>312,044</b>
2. Fringe Benefits	34,088	34,984	35,904	36,848	<b>141,824</b>
3. Travel	0	0	0	0	<b>0</b>
4. Equipment	0	0	0	0	<b>0</b>
5. Supplies	0	0	0	0	<b>0</b>
6. Contractual	0	500,000	500,000	500,000	<b>1,500,000</b>
7. Training Stipends	0	0	0	0	<b>0</b>
8. Other	0	0	0	0	<b>0</b>
9. Total Direct Costs (add lines 1-8)	<b>109,088</b>	<b>611,957</b>	<b>614,901</b>	<b>617,922</b>	<b>1,953,868</b>
10. Indirect Costs*	4,254	5,341	5,456	5,574	<b>20,625</b>
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	2,744,906	4,791,507	4,794,177	2,796,917	<b>15,127,507</b>
12. Funds set aside for participation in grantee technical assistance	0	0	0	0	<b>0</b>
<b>13. Total Grant Funds Requested</b> (add lines 9-12)	<b>2,858,248</b>	<b>5,408,805</b>	<b>5,414,534</b>	<b>3,420,413</b>	<b>17,102,000</b>
14. Funds from other sources used to support the State Plan	14,872,876	14,829,238	14,832,379	14,835,603	<b>59,370,096</b>
<b>15. Total Budget</b> (add lines 13-14)	<b>17,731,124</b>	<b>20,238,043</b>	<b>20,246,913</b>	<b>18,256,016</b>	<b>76,472,096</b>
<p><u>Columns (a) through (d):</u> For each grant year for which funding is requested, show the total amount requested for each applicable budget category.</p> <p><u>Column (e):</u> Show the total amount requested for all grant years.</p> <p><u>Line 6:</u> Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.</p> <p><u>Line 10:</u> If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.</p> <p><u>Line 11:</u> Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and</p>					

<b>Budget Table II-1: Participating State Agency</b> <b>(Evidence for selection criterion (A)(4)(b))</b> <b>&lt;Department of Human Services&gt;</b>					
<b>Budget Categories</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
<p>other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.</p> <p><u>Line 12:</u> The Participating State Agency's allocation of the \$400,000 the State must set aside from its Total Grant Funds Requested for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated evenly across the four years of the grant.</p> <p><u>Line 13:</u> This is the total funding requested under this grant.</p> <p><u>Line 14:</u> Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.</p>					

<b>Budget Table II-2: Participating State Agency</b> <b>(Evidence for selection criterion (A)(4)(b))</b> <b>&lt; Department of Human Services &gt;</b>					
<b>Project</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
<b>Grant Administration</b>	116,360	119,420	122,561	125,784	<b>484,125</b>
<b>Aligned Training and Professional Development</b>	10,631,579	10,584,881	10,584,881	10,584,881	<b>42,386,222</b>
<b>Incentives for Program Quality Improvement</b>	3,709,342	5,756,323	5,759,382	3,762,522	<b>18,987,569</b>
<b>Independent Ratings for Program Quality Improvement</b>	0	0	0	0	<b>0</b>
<b>Validating the Grow NJ Kids Tiered QRIS</b>	0	0	0	0	<b>0</b>
<b>Family Engagement and Health Connections</b>	0	0	0	0	<b>0</b>
<b>Public Outreach and Awareness</b>	2,124,937	2,625,912	2,625,912	2,625,912	<b>10,002,673</b>
<b>Data Systems</b>	1,148,906	1,151,507	1,154,177	1,156,917	<b>4,611,507</b>
<b>Preschool-3rd Grade Initiative</b>	0	0	0	0	<b>0</b>
<b>Kindergarten Entry Assessment</b>	0	0	0	0	<b>0</b>
<b>Standards</b>	0	0	0	0	<b>0</b>
<b>Total Statewide Budget</b>	<b>17,731,124</b>	<b>20,238,043</b>	<b>20,246,913</b>	<b>18,256,016</b>	<b>76,472,096</b>

## **Budget Part II – Department of Human Services (DHS)**

The Department of Human Service’s budget includes initiatives that will require a contractual agreement with a service provider or vendor. In procuring all contracts DHS will follow all required procedures. In the descriptions below, contract budget items reflect an estimate of proposed costs. Actual costs will vary depending on the specific vendor/service provider procured. The DHS budget also includes initiatives that will require grants with Early Learning Intermediary Organizations. DHS will follow all required grant procedures. In the descriptions below, budget items reflect an estimate of proposed costs. Actual costs will vary depending on the specific grants awarded.

### **Project 1: Grant Administration**

DHS will use existing funds to support the Grow NJ Kids Coordinator (see Sections (A)(3) and (B)(1-5) on pages 80 and 99). The Coordinator will report to the Deputy Director of the Division of Family Development and will be responsible for directing the QRIS process, including chairing the Grow NJ Kids Advisory Committee which will confer regarding ratings recommendations for programs, as well as scholarship applicants. The RTT-ELC Administrator and Training Academy Leader will meet regularly with the Coordinator.

<b>Budget Category</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Total</b>
<b>Existing Funds</b>	\$116,360	\$119,420	\$122,561	\$125,784	\$484,125
<b>Project Total (DHS)</b>	<b>\$116,360</b>	<b>\$119,420</b>	<b>\$122,561</b>	<b>\$125,784</b>	<b>\$484,125</b>

### **Project 2: Aligned Training and Professional Development**

The DHS will provide significant support for this project in the form of existing QI Specialists currently funded throughout the state. Existing staff in the County Childcare Resource and Referral Agencies (CCR&Rs), as well as Family Worker Coordinators and Infant/Toddler Health Specialists will provide training and/or coaching to programs serving children with child care subsidies. In addition, DHS will continue to fund programs for school-age training through the NJ School-Age coalition, and special needs technical assistance through NJ’s Statewide Parent Advocacy Network (SPAN). All of the above will be funded through CCDF dollars.



Budget Category	Year 1	Year 2	Year 3	Year 4	Total
Existing Funds	\$10,631,579	\$10,584,881	\$10,574,881	\$10,854,881	\$43,386,222
<b>Project Total (DHS)</b>	<b>\$10,631,579</b>	<b>\$10,584,881</b>	<b>\$10,574,881</b>	<b>\$10,854,881</b>	<b>\$43,386,222</b>

### Project 3: Incentives for Program Quality Improvement

DHS will hire 1 FTE in their grants management office to oversee administration of incentives for Grow NJ Kids participants, at a salary of \$70,000 per year plus benefits. The Incentives Manager will meet regularly with the Grow NJ Kids Coordinator. As described in (B)(4), programs participating in Grow NJ Kids may be eligible for incentives in the form of Classroom Improvement Grants and/or scholarships. The amount of each Classroom Improvement Grant will be directly related to the needs of each program, as determined in their Program Improvement Plan. We estimate that grants will range between \$500 and \$10,000 per program. Budget estimates were calculated at a rate of \$500 per classroom. Scholarships will be available for teachers and Family Child Care directors, and for teacher assistants. Scholarship amounts will be awarded based on need, but were estimated at a rate of \$6,000 over two years for teachers and Family Child Care directors, and \$2,000 over two year for teacher assistants. These averages were determined based on the average cost of Associates' degrees and certificate programs at NJ community colleges.

In addition to grant funds supporting incentives, DHS will continue to allocate CCDF monies to provide higher reimbursement rates for programs achieving accreditation.

Budget Category	Description	Year 1	Year 2	Year 3	Year 4	Total
<b>Personnel</b>	1 FTE: Incentives Manager	\$75,000	\$76,973	\$78,997	\$81,075	<b>\$312,045</b>
<b>Fringe</b>	45.45%	\$34,088	\$34,984	\$35,904	\$36,848	<b>\$141,824</b>
<b>Indirect</b>	3.90%	\$4,254	\$4,366	\$4,481	\$4,599	<b>\$17,700</b>
<b>Funds Distributed to Programs</b>	Classroom Improvement Grants (\$500-\$10,000 per program)	\$596,000	\$640,000	\$640,000	\$640,000	<b>\$2,516,000</b>
	Scholarships for Teachers and FCC Directors (Est. at \$6,000 for 1,500; but will be based on need)	\$1,500,000	\$3,000,000	\$3,000,000	\$1,500,000	<b>\$9,000,000</b>

	Scholarships for TAs (Est. at \$2,000 for 1,500; but will be based on need)	\$500,000	\$1,000,000	\$1,000,000	\$500,000	<b>\$3,000,000</b>
<b>Total</b>		<b>\$2,709,342</b>	<b>\$4,756,323</b>	<b>\$4,759,382</b>	<b>\$2,762,522</b>	<b>\$14,987,569</b>
<b>Existing Funds</b>		<b>\$1,000,000</b>	<b>\$1,000,000</b>	<b>\$1,000,000</b>	<b>\$1,000,000</b>	<b>\$4,000,000</b>
<b>Project Total (DHS)</b>		<b>\$3,709,342</b>	<b>\$5,756,323</b>	<b>\$5,759,382</b>	<b>\$3,762,522</b>	<b>\$18,987,569</b>

#### Project 7: Public Outreach and Awareness

A contract will be procured with a communications firm to manage a three-year communication campaign around Grow NJ Kids, family engagement, health and standards outreach starting in Year 2 of the grant period (see Section (B)(3) on page 122, (B)(4) on page 131, (C)(1) on page 154, (C)(3) on page 164, and (C)(4) on page 180). DHS will develop the RFP to ensure a multi-faceted approach designed to target hard-to-reach populations, including advertising in print, transit, TV, radio and internet in multiple languages. Cost estimates are based on consultation with experts in the field.

In addition, DHS will continue to use existing funds to support a statewide parenting education campaign through the CCR&Rs.

<b>Budget Category</b>	<b>Description</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Total</b>
<b>Contractual</b>	Multi-year outreach campaign; \$500,000/year based on estimate for transit, print, TV, radio and internet		\$500,000	\$500,000	\$500,000	<b>\$1,500,000</b>
<b>Indirect</b>	3.9% of first \$25,000		\$975	\$975	\$975	<b>\$2,925</b>
<b>Total</b>		<b>\$0</b>	<b>\$500,975</b>	<b>\$500,975</b>	<b>\$500,975</b>	<b>\$1,502,925</b>
<b>Existing Funds</b>		<b>\$2,124,937</b>	<b>\$2,124,937</b>	<b>\$2,124,937</b>	<b>\$2,124,937</b>	<b>\$8,499,748</b>
<b>Project Total (DHS)</b>		<b>\$2,124,937</b>	<b>\$2,625,912</b>	<b>\$2,625,912</b>	<b>\$2,625,912</b>	<b>\$10,002,673</b>

#### Project 8: Data Systems

New Jersey's Workforce Registry will require significant expansion to meet the increased needs expected from the full implementation of Grow NJ Kids. DHS will modify a current contract for the administration of the Workforce Registry to enable the system to handle all Grow NJ Kids

data (see Section (B)(1)-(4) and (D)(1)). Based on costs from the current contract, DHS estimates needing \$50,000 in RTT-ELC funds annually to expand the data system to handle the additional workforce records, and an additional two FTE's to assist with the added volume of records, at salaries of \$34,000 plus benefits. DHS plans to absorb these additional costs post-grant.

As described in the table below, DHS is also planning to devote existing funds to the Registry in order to properly prepare for the implementation of Grow NJ Kids.

<b>Budget Category</b>	<b>Description</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Total</b>
<b>Funds Distributed to Programs</b>	Additional records from Grow NJ Kids participants (\$50,000); Salary (\$34,000) and Benefits (\$15,453) for 2 additional staff	\$148,906	\$151,507	\$154,177	\$156,917	<b>\$611,507</b>
<b>Total</b>		<b>\$148,906</b>	<b>\$151,507</b>	<b>\$154,177</b>	<b>\$156,917</b>	<b>\$611,507</b>
<b>Existing Funds</b>		<b>\$1,000,000</b>	<b>\$1,000,000</b>	<b>\$1,000,000</b>	<b>\$1,000,000</b>	<b>\$4,000,000</b>
<b>Project Total (DHS)</b>		<b>\$1,148,906</b>	<b>\$1,151,507</b>	<b>\$1,154,177</b>	<b>\$1,156,917</b>	<b>\$4,611,507</b>

**Budget Table II-1: Participating State Agency**  
**(Evidence for selection criterion (A)(4)(b))**  
**<Department of Children and Families>**

<b>Budget Categories</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	100,000	102,630	105,329	108,099	<b>416,058</b>
2. Fringe Benefits	45,450	46,645	47,872	49,131	<b>189,098</b>
3. Travel	2,000	2,000	2,000	2,000	<b>8,000</b>
4. Equipment	0	0	0	0	<b>0</b>
5. Supplies	0	0	0	0	<b>0</b>
6. Contractual	750,000		0	0	<b>750,000</b>
7. Training Stipends	0	0	0	0	<b>0</b>
8. Other	0	0	0	0	<b>0</b>
9. Total Direct Costs (add lines 1-8)	<b>897,450</b>	<b>151,275</b>	<b>155,201</b>	<b>159,230</b>	<b>1,363,156</b>
10. Indirect Costs*	6,726	5,900	6,053	6,210	<b>24,889</b>
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	1,344,000	1,344,000	1,344,000	1,344,000	<b>5,376,000</b>
12. Funds set aside for participation in grantee technical assistance	0		0	0	<b>0</b>
13. <b>Total Grant Funds Requested</b> (add lines 9-12)	<b>2,248,176</b>	<b>1,501,175</b>	<b>1,505,254</b>	<b>1,509,440</b>	<b>6,764,045</b>
14. Funds from other sources used to support the State Plan	0	0	0	0	<b>0</b>
15. <b>Total Budget</b> (add lines 13-14)	<b>2,248,176</b>	<b>1,501,175</b>	<b>1,505,254</b>	<b>1,509,440</b>	<b>6,764,045</b>

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration

<b><u>Budget Table II-1: Participating State Agency</u></b> <b>(Evidence for selection criterion (A)(4)(b))</b> <b>&lt;Department of Children and Families&gt;</b>					
<b>Budget Categories</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
<p>and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.</p> <p><u>Line 12:</u> The Participating State Agency's allocation of the \$400,000 the State must set aside from its Total Grant Funds Requested for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated evenly across the four years of the grant.</p> <p><u>Line 13:</u> This is the total funding requested under this grant.</p> <p><u>Line 14:</u> Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.</p>					

<b><u>Budget Table II-2: Participating State Agency</u></b> <b>(Evidence for selection criterion (A)(4)(b))</b> <b>&lt; Department of Children and Families &gt;</b>					
<b>Project</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
<b>Grant Administration</b>	0	0	0	0	0
<b>Aligned Training and Professional Development</b>		0	0	0	0
<b>Incentives for Program Quality Improvement</b>	0	0	0	0	0
<b>Independent Ratings for Program Quality Improvement</b>	0	0	0	0	0
<b>Validating the Grow NJ Kids Tiered QRIS</b>	0	0	0	0	0
<b>Family Engagement and Health Connections</b>	1,497,201	1,501,175	1,505,254	1,509,440	6,013,070
<b>Public Outreach and Awareness</b>	0	0	0	0	0
<b>Data Systems</b>	750,975	0	0	0	750,975
<b>Preschool-3rd Grade Initiative</b>	0	0	0	0	0
<b>Kindergarten Entry Assessment</b>	0	0	0	0	0
<b>Standards</b>	0	0	0	0	0
<b>Total Statewide Budget</b>	2,248,176	1,501,175	1,505,254	1,509,440	6,764,045

## **Budget Part II – Department of Children and Families (DCF)**

The Department of Children and Families' budget includes initiatives that will require grants with Early Learning Intermediary Organizations. DCF will follow all required grant procedures. In the descriptions below, budget items reflect an estimate of proposed costs. Actual costs will vary depending on the specific grants awarded.

### **Project 6: Family Engagement and Health Connections**

As described in Section (C)(4), the DCF will hire two County Council Coordinators to oversee the establishment of local parent-led Councils for Young Children in each of the state's 21 counties, at salary of \$50,000 each, plus benefits. The Coordinators will report to the DCF Administrator of Early Childhood Services, and will administer a competitive grant in each county to institute local councils, modeled after the pilot council currently underway in Cumberland County.

<b>Budget Category</b>	<b>Description</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Total</b>
<b>Personnel</b>	2 FTE: Local Council Coordinators	\$100,000	\$102,630	\$105,329	\$108,099	<b>\$416,058</b>
<b>Fringe</b>	45.45%	\$45,450	\$46,645	\$47,872	\$49,131	<b>\$189,099</b>
<b>Travel</b>	Travel for Coordinators	\$2,000	\$2,000	\$2,000	\$2,000	<b>\$8,000</b>
<b>Indirect</b>	3.90%	\$5,751	\$5,900	\$6,053	\$6,210	<b>\$23,913</b>
<b>Funds Distributed to Programs</b>	Local Coordinators	\$1,344,000	\$1,344,000	\$1,344,000	\$1,344,000	<b>\$5,376,000</b>
<b>Project Total (DCF)</b>		<b>\$1,497,201</b>	<b>\$1,501,175</b>	<b>\$1,505,254</b>	<b>\$1,509,440</b>	<b>\$6,013,070</b>

### **Project 8: Data Systems**

The Department of Children and Families will seek to procure a contract to enhance the current licensing data system. This will entail the creation of a database to store investigator information that can be validated by a supervisor so it can be displayed for the end user. This project will be done with the expectation of ultimately interfacing with the Grow NJ Kids Family Portal. Cost estimates are based on consultation with experts in the field and are based on the approximate number of staff and hours described in the table below. RTT-ELC funds will support the new infrastructure in Year 1, and then DCF will support the system thereafter.

Budget Category	Description	Year 1	Year 2	Year 3	Year 4	Total
<b>Contractual</b>	2 Developers (1,320 hours each); 2 Analysts (2,240 hours each)	\$750,000				<b>\$750,000</b>
<b>Indirect</b>	3.90%	\$975				<b>\$975</b>
<b>Total</b>		<b>\$750,975</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$750,975</b>
<b>Project Total (DCF)</b>		<b>\$750,975</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$750,975</b>

<b>Budget Table II-1: Participating State Agency</b> <b>(Evidence for selection criterion (A)(4)(b))</b> <b>&lt;Department of Health&gt;</b>					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	0	0	0	0	0
2. Fringe Benefits	0	0	0	0	0
3. Travel	0	0	0	0	0
4. Equipment	0	0	0	0	0
5. Supplies	0	0	0	0	0
6. Contractual	0	0	0	0	0
7. Training Stipends	0	0	0	0	0
8. Other	0	0	0	0	0
9. Total Direct Costs (add lines 1-8)	0	0	0	0	0
10. Indirect Costs*	0	0	0	0	0
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	200,000	200,000	200,000	200,000	800,000
12. Funds set aside for participation in grantee technical assistance	0	0	0	0	0
13. <b>Total Grant Funds Requested</b> (add lines 9-12)	<b>200,000</b>	<b>200,000</b>	<b>200,000</b>	<b>200,000</b>	<b>800,000</b>
14. Funds from other sources used to support the State Plan	183,600	130,000	130,000	130,000	573,600
15. <b>Total Budget</b> (add lines 13-14)	<b>383,600</b>	<b>330,000</b>	<b>330,000</b>	<b>330,000</b>	<b>1,373,600</b>
<u>Columns (a) through (d):</u> For each grant year for which funding is requested, show the total amount requested for each applicable budget category. <u>Column (e):</u> Show the total amount requested for all grant years.					

**Budget Table II-1: Participating State Agency**  
**(Evidence for selection criterion (A)(4)(b))**  
**<Department of Health>**

<b>Budget Categories</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
<p><u>Line 6:</u> Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.</p> <p><u>Line 10:</u> If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.</p> <p><u>Line 11:</u> Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.</p> <p><u>Line 12:</u> The Participating State Agency's allocation of the \$400,000 the State must set aside from its Total Grant Funds Requested for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated evenly across the four years of the grant.</p> <p><u>Line 13:</u> This is the total funding requested under this grant.</p> <p><u>Line 14:</u> Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.</p>					

**Budget Table II-2: Participating State Agency**  
**(Evidence for selection criterion (A)(4)(b))**  
**< Department of Health >**

<b>Project</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
<b>Grant Administration</b>	0	0	0	0	<b>0</b>
<b>Aligned Training and Professional Development</b>	183,600	130,000	130,000	130,000	<b>573,600</b>
<b>Incentives for Program Quality Improvement</b>	0	0	0	0	<b>0</b>
<b>Independent Ratings for Program Quality Improvement</b>	0	0	0	0	<b>0</b>
<b>Validating the Grow NJ Kids Tiered QRIS</b>	0	0	0	0	<b>0</b>
<b>Family Engagement and Health Connections</b>	200,000	200,000	200,000	200,000	<b>800,000</b>
<b>Public Outreach and Awareness</b>	0	0	0	0	<b>0</b>
<b>Data Systems</b>	0	0	0	0	<b>0</b>
<b>Preschool-3rd Grade Initiative</b>	0	0	0	0	<b>0</b>



<b>Budget Table II-2: Participating State Agency</b> <b>(Evidence for selection criterion (A)(4)(b))</b> <b>&lt; Department of Health &gt;</b>					
<b>Project</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
<b>Kindergarten Entry Assessment</b>	0	0	0	0	0
<b>Standards</b>	0	0	0	0	0
<b>Total Statewide Budget</b>	<b>383,600</b>	<b>330,000</b>	<b>330,000</b>	<b>330,000</b>	<b>1,373,600</b>

### **Budget Part II – Department of Health (DOH)**

The Department of Health’s budget includes initiatives that will require a grant with Early Learning Intermediary Organizations. DOH will follow all required grant procedures. In the descriptions below, budget items reflect an estimate of proposed costs. Actual costs will vary depending on the specific grants awarded.

#### **Project 2: Aligned Training and Professional Development**

The DOH will use current grant funds to provide consultation for the development of oral health and child care health modules for use by the Training Academy. See Project 2 under the DOE and DHS above, as well as Section (B)(4) on page 131 for more details regarding the Training Academy.

<b>Budget Category</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Total</b>
<b>Existing Funds</b>	\$183,600	\$130,000	\$130,000	\$130,000	\$573,600
<b>Total Project Cost (DOH)</b>	<b>\$183,600</b>	<b>\$130,000</b>	<b>\$130,000</b>	<b>\$130,000</b>	<b>\$573,600</b>

#### **Project 6: Family Engagement and Health Connections**

The Departments of Health and Children and Families are currently partnering to develop Central Intake Hubs in 15 counties in the state (see Sections (C)(3) and (C)(4) on page 164 and 180). RTT-ELC funds will expand this effort to the remaining six counties in the state. Cost estimates are based on the current initiative.

Budget Category	Description	Year 1	Year 2	Year 3	Year 4	Total
<b>Funds Distributed to Programs</b>	Establish central intake hubs in 6 counties (\$100,000 for Sussex, Warren and Morris; \$25,000 to merge Hunterdon with Middlesex/Somerset; \$75,000 for Cape May/Atlantic)	\$200,000	\$200,000	\$200,000	\$200,000	<b>\$800,000</b>
<b>Total</b>		<b>\$200,000</b>	<b>\$200,000</b>	<b>\$200,000</b>	<b>\$200,000</b>	<b>\$800,000</b>
<b>Project Total (DOH)</b>		<b>\$200,000</b>	<b>\$200,000</b>	<b>\$200,000</b>	<b>\$200,000</b>	<b>\$800,000</b>

<b>Budget Table II-1: Participating State Agency</b> <b>(Evidence for selection criterion (A)(4)(b))</b> <b>&lt;Office of Information Technology&gt;</b>					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	140,700	288,801	296,396	39,727	<b>765,624</b>
2. Fringe Benefits	63,948	131,260	134,712	18,056	<b>347,976</b>
3. Travel	0	0	0	0	<b>0</b>
4. Equipment	0	0	0	0	<b>0</b>
5. Supplies	0	0	0	0	<b>0</b>
6. Contractual	0	0	0	0	<b>0</b>
7. Training Stipends	0	0	0	0	<b>0</b>
8. Other	0	0	0	0	<b>0</b>
9. Total Direct Costs (add lines 1-8)	204,648	420,061	431,108	57,783	<b>1,113,600</b>
10. Indirect Costs*	0	0	0	0	<b>0</b>
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	0	0	0	0	<b>0</b>
12. Funds set aside for participation in grantee technical assistance		0	0	0	<b>0</b>
13. <b>Total Grant Funds Requested</b> (add lines 9-12)	<b>204,648</b>	<b>420,061</b>	<b>431,108</b>	<b>57,783</b>	<b>1,113,600</b>
14. Funds from other sources used to support the State Plan					<b>0</b>
15. <b>Total Budget</b> (add lines 13-14)	<b>204,648</b>	<b>420,061</b>	<b>431,108</b>	<b>57,783</b>	<b>1,113,600</b>

**Budget Table II-1: Participating State Agency**  
**(Evidence for selection criterion (A)(4)(b))**  
**<Office of Information Technology>**

<b>Budget Categories</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
<p><u>Columns (a) through (d):</u> For each grant year for which funding is requested, show the total amount requested for each applicable budget category.</p> <p><u>Column (e):</u> Show the total amount requested for all grant years.</p> <p><u>Line 6:</u> Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.</p> <p><u>Line 10:</u> If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.</p> <p><u>Line 11:</u> Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.</p> <p><u>Line 12:</u> The Participating State Agency's allocation of the \$400,000 the State must set aside from its Total Grant Funds Requested for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated evenly across the four years of the grant.</p> <p><u>Line 13:</u> This is the total funding requested under this grant.</p> <p><u>Line 14:</u> Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.</p>					

**Budget Table II-2: Participating State Agency**  
**(Evidence for selection criterion (A)(4)(b))**  
**< Office of Information Technology >**

<b>Project</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
<b>Grant Administration</b>	0	0	0	0	0
<b>Aligned Training and Professional Development</b>	0	0	0	0	0
<b>Incentives for Program Quality Improvement</b>	0	0	0	0	0
<b>Independent Ratings for Program Quality Improvement</b>	0	0	0	0	0
<b>Validating the Grow NJ Kids Tiered QRIS</b>	0	0	0	0	0
<b>Family Engagement and Health Connections</b>	0	0	0	0	0
<b>Public Outreach and Awareness</b>	0	0	0	0	0
<b>Data Systems</b>	204,648	420,061	431,108	57,783	1,113,600

<b>Budget Table II-2: Participating State Agency</b> <b>(Evidence for selection criterion (A)(4)(b))</b> <b>&lt; Office of Information Technology &gt;</b>					
<b>Project</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
<b>Preschool-3rd Grade Initiative</b>	0	0	0	0	0
<b>Kindergarten Entry Assessment</b>	0	0	0	0	0
<b>Standards</b>	0	0	0	0	0
<b>Total Statewide Budget</b>	<b>204,648</b>	<b>420,061</b>	<b>431,108</b>	<b>57,783</b>	<b>1,113,600</b>

### **Budget Part II – Office of Information Technology (OIT)**

#### **Project 8: Data Systems**

The OIT will devote significant staff time to the New Jersey Enterprise Analysis System for Early Learning (NJ-EASEL) initiative (see Section (E)(2)) from the second half of Year 1 through the first half of Year 4, by means of an MOU with the DOE. As described in the table below, 2 full-time and several part-time staff will communicate regularly with the DOE's IT Project Manager to ensure that all timelines are met and that progress reports are delivered regularly to both the DECE and RTT-ELC Administrators. Salary estimates are based on current staffing levels at OIT and OIT will oversee maintenance of NJ-EASEL after the grant period. The table below provides details on all FTEs, titles and salary levels.

<b>Budget Category</b>	<b>Description</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Total</b>
<b>Personnel</b>	<b><u>6 mo. Y1; 12 mo. Y2, Y3:</u></b> 1 FTE Data Architect (\$44,650); 1 FTE Integration Developer (\$33,550);  <b><u>6 mo. Y1, Y4; 12 mo. Y2, Y3:</u></b> .5 FTE Project Manager (\$29,500); .25 FTE ETL Platform Coordinator (\$11,000); .25 FTE Database Administrator (\$11,000); .25 BI Platform Coordinator (\$11,000). All 6 months Years 1, 4; 12 months Years 2, 3	\$140,700	\$288,801	\$296,396	\$39,727	<b>\$765,924</b>

<b>Benefits</b>	45.45% of salary	\$63,948	\$131,260	\$134,712	\$18,056	<b>\$347,976</b>
<b>Total</b>		<b>\$204,648</b>	<b>\$420,061</b>	<b>\$431,108</b>	<b>\$57,783</b>	<b>\$1,113,600</b>
<b>Project Total (OIT)</b>		<b>\$204,648</b>	<b>\$420,061</b>	<b>\$431,108</b>	<b>\$57,783</b>	<b>\$1,113,600</b>

### BUDGET: INDIRECT COST INFORMATION

To request reimbursement for indirect costs, please answer the following questions:

<p>Does the State have an Indirect Cost Rate Agreement approved by the Federal government?</p> <p>YES      <input type="radio"/></p> <p>NO        <input type="radio"/></p> <p>If yes to question 1, please provide the following information:</p> <p>Period Covered by the Indirect Cost Rate Agreement (mm/dd/yyyy):</p> <p>From: 07/01/11 To: 06/30/16</p> <p>Approving Federal agency: <input checked="" type="checkbox"/> ED    <input type="checkbox"/> HHS    <input type="checkbox"/> Other</p> <p>(Please specify agency): _____</p>
---

Directions for this form:

1. Indicate whether or not the State has an Indirect Cost Rate Agreement that was approved by the Federal government.
2. If "No" is checked, the Departments generally will authorize grantees to use a temporary rate of 10 percent of budgeted salaries and wages subject to the following limitations:
  - (a) The grantee must submit an indirect cost proposal to its cognizant agency within 90 days after the grant award notification is issued; and
  - (b) If after the 90-day period, the grantee has not submitted an indirect cost proposal to its cognizant agency, the grantee may not charge its grant for indirect costs until it has negotiated an indirect cost rate agreement with its cognizant agency.

If "Yes" is checked, indicate the beginning and ending dates covered by the Indirect Cost Rate Agreement. In addition, indicate whether ED, HHS, or another Federal agency (Other) issued the approved agreement. If "Other" was checked, specify the name of the agency that issued the approved agreement.

## XVII. APPENDIX TABLE OF CONTENTS

The Appendix must include a complete Table of Contents, which includes the page number or attachment number, attachment title, and relevant selection criterion. A sample table of contents form is included below. Each attachment in the Appendix must be described in the narrative text of the relevant selection criterion, with a rationale for how its inclusion supports the narrative and the location of the attachment in the Appendix.

<b>Attachment #</b>	<b>Appendix Page #</b>	<b>Attachment Title</b>	<b>Relevant Selection Criterion</b>
<b>A</b>	1-2	Department of Education Scope of Work	(A)(3)(b), (A)(4)(b), (B)(2)(a)
<b>B</b>	3-7	Department of Children and Families MOU	(A)(3)(a), (A)(3)(b) , (A)(4)(b), (B)(2)(a), (E)(2)(a),
<b>C</b>	8-12	Department of Human Services MOU	(A)(3)(a), (A)(3)(b) , (A)(4)(b), (B)(2)(a), (E)(2)(a),
<b>D</b>	13-18	Department of Health MOU	(A)(3)(b), (A)(4)(b), (B)(2)(a)
<b>E</b>	19-23	NJ Council for Young Children MOU	(A)(3)(b), (A)(4)(b), (B)(2)(a)
<b>F</b>	24-28	Head Start Collaboration Office MOU	(A)(3)(b), (A)(4)(b), (B)(2)(a)
<b>G</b>	29	Department of Education Interdivision Agreement between Division of Early Childhood Education and Office of Special Education Programs	(A)(3)(b), (A)(4)(b), (B)(2)(a)
<b>H</b>	30-33	Office of Information Technology MOU	(A)(3)(a), (A)(4)(b), (B)(2)(a)
<b>1</b>	34-50	New Jersey Preschool Quality Evaluation Study, Spring 2011	(A)(1)
<b>2</b>	51-64	New Jersey Preschool Quality Evaluation Study, Spring 2013	(A)(1)
<b>3</b>	65-67	Abbott Preschool Program Longitudinal Effects Study: Fifth Grade Follow-Up, 2013	(A)(1), (A)(1)(c), (A)(2)(a) and (b), (C)(1), (E)(2)
<b>4</b>	68-70	New Jersey's Strategic Plan for Early Education and Care, October 2012	(A)(1), (A)(1)(c), (A)(2)(a) and (b), (A)(3)(a)
<b>5</b>	71-75	NIEER State of Preschool Yearbook, 2012	(A)(1), (A)(1)(b), (A)(1)(c)
<b>6</b>	76-78	Executive Order No. 162, NJ Council for Young Children	(A)(3)(a), (C)(4)(b)
<b>7</b>	79-80	New Jersey Administrative Code 6A:13A Elements of High Quality Preschool Programs	(B)(1)(c)
<b>8</b>	81-82	Mandatory Newborn Screening	(A)(1)(c)

<b>9</b>	83-150	New Jersey Birth to Three Early Learning Standards, 2013	(A)(1)(d), (A)(3)(b), (A)(4)(c), (B)(1)(a)(1), (C)(1)(a), (C)(1)(c), (P)(4)(a)
<b>9a</b>	151	Early Learning Commission Endorsement Letter	(C)(1)(a)
<b>10</b>	152-229	Preschool Teaching and Learning Standards, 2009	(A)(1)(d), (B)(1)(a)(1), (B)(1)(a)(5), (C)(1)(a), (E)(1)(a), (P)(4)(a)
<b>10a</b>	230-238	Mathematics, 2013	(A)(1)(d), (B)(1)(a)(1), (B)(1)(a)(5), (C)(1)(a), (E)(1)(a), (P)(4)(a)
<b>10b</b>	239-261	English Language Arts, 2013	(A)(1)(d), (B)(1)(a)(1), (B)(1)(a)(5), (C)(1)(a), (E)(1)(a), (P)(4)(a)
<b>10c</b>	262-271	Approaches to Learning, 2013	(A)(1)(d), (B)(1)(a)(1), (B)(1)(a)(5), (C)(1)(a), (E)(1)(a), (P)(4)(a)
<b>11</b>	272-274	Preschool Program Implementation Guidelines	(A)(1), (C)(1)(c)
<b>12</b>	275-278	New Jersey Kindergarten Implementation Guidelines	(P)(4)(c)
<b>13</b>	279-346	New Jersey Core Knowledge and Competencies Framework	(B)(1)(a), (B)(1)(a)(3), (B)(2)(b), (D)(1)(a)
<b>14</b>	347-349	Executive Order No. 77, Early Learning Commission	(A)(1)(c), (A)(2)(a) and (b), (A)(3)(a)
<b>15</b>	350-373	NJ ASK Performance by Demographic Group Statewide - Grade 3, Spring 2012	(A)(2)(a) and (b)
<b>16</b>	374-405	Grow NJ Kids Center and School-Based Standards, 2013	(A)(2)(a) and (b), (B)(1)(a)(1), (B)(1)(a)(2), (B)(1)(b), (C)(3)(a)
<b>17</b>	406-433	The State of Infant-Toddler Care and Education in New Jersey, June 2013	(A)(2)(a) and (b), (B)(1)
<b>18</b>	434-435	New Jersey Council for Young Children	(A)(3)(a)



		Committee Members	
<b>19</b>	436-7	RTT-ELC Administrator job description	(A)(3)(a)
<b>20</b>	438-556	Letters of Support	(A)(3)(a), (A)(3)(c), (B)(3)(a), (C)(4)(c), (D)(1)(c), (P)(6)
<b>21</b>	557-560	Build the Future: Creating a Roadmap for Success: The Need for Quality Rating and Improvement System in NJ	(B)(1)
<b>22</b>	561-606	Grow NJ Kids Self-Assessment Tool	(B)(1)
<b>23</b>	607	Grow NJ Kids Logic Model	(B)(1)
<b>24</b>	608-609	New Jersey's Career Lattice and Instructor's Approval System	(B)(1)(a), (B)(1)(a)(3), (B)(2)(b), (D)(1)(a), (D)(1)(b)
<b>25</b>	610-611	Strengthening Families: A Protective Framework	(B)(1)(a)(4), (C)(4)(a), (C)(4)(b)
<b>26</b>	612-614	Parent, Family and Community Engagement (PFCE) Framework	(B)(1)(a), (C)(4)(a)
<b>27</b>	615-631	Stepping Stones to Caring for Our Children	(C)(3)
<b>28</b>	632-637	Head Start Performance Standards	(B)(1)(a)(5)
<b>29</b>	638	Grow NJ Kids Rollout Plan (spreadsheet)	(B)(2)(a), (B)(2)(c)
<b>30</b>	639-641	Grow NJ Kids Selection Criteria	(B)(2), (B)(2)(a)
<b>31</b>	642-645	More than Marketing: A New Jersey Study on Outreach to Underserved Populations: Birth to Five	(B)(3)(b), (C)(4)(c)
<b>32</b>	646-667	Grow NJ Kids Rating Checklist	(B)(3)(a)
<b>33</b>	668-679	School Readiness Goals for Infants and Toddlers in Head Start and Early Head Start Programs	(C)(1)(a)
<b>34</b>	680-682	The Head Start Child Development and Early Learning Framework	(C)(1)(a)
<b>35</b>	683-716	Early Learning Guidelines for Infants and Toddlers: Recommendations for States	(C)(1)(a)
<b>36</b>	717-718	Developmental Health Watch checklists	(C)(1)(a)
<b>37</b>	719-720	Linguistic and Cultural Responsiveness in New Jersey Preschool Standards	(C)(1)(a), (C)(1)(c)
<b>38</b>	721-729	Division of Early Childhood Education Position Statement on English Learners	(C)(1)(a)
<b>39</b>	730-742	Examples of alignment between preschool standards and K-3 standards across all domains (Health, Science, Technology, and Visual/Performing Arts)	(C)(1)(b)
<b>40</b>	743-747	Experts' Review of preschool standards	
<b>41</b>	748-772	Strickland Review	(C)(1)(b)

<b>42</b>	773-787	Math standards review, Herb Ginsberg	(C)(1)(b)
<b>43</b>	788-799	Approaches to Learning Review, Marilou Hyson	(C)(1)(b)
<b>44</b>	800-809	Crosswalk of NJ Core Knowledge and Competencies Framework	(C)(1)(c)
<b>45</b>	810-812	Crosswalk Between the Head Start Program Performance Standards and Caring for Our Children, 3 <sup>rd</sup> Edition	(C)(3)(a)
<b>46</b>	813	MIECHV Health Benchmarks	(C)(3)
<b>47</b>	814	NJ's Model for Early Childhood Comprehensive System of Care (Central Intake Hubs)	(C)(3)(a)
<b>48</b>	815	Help Me Grow Statewide Stakeholder Meeting Agenda for March 2013	(C)(3)(a)
<b>49</b>	816-818	Press Release: Nemours To Lead National Initiative to Promote Healthy Lifestyles in Young Children	(C)(3)(c)
<b>50</b>	819-822	Shaping NJ / Let's Move!	(C)(3)(c)
<b>51</b>	823-828	Let's Move! Child Care Checklist	(C)(3)(a)
<b>52</b>	829-831	NJ Standards for Prevention Programs: Building Success through Family Support in 2003 Summary	(C)(4)(a), (C)(4)
<b>53</b>	832-852	Strengthening Families Self Assessment for Programs	(C)(4)(a)
<b>54</b>	853-866	Strengthening Families Self Assessment for Family Child Care	(C)(4)(a)
<b>55</b>	867-877	Empowerment Skills for Family Workers Curriculum	(C)(4)(a)(b)
<b>56</b>	878-879	Inspira Health Letter	(C)(4)(c)
<b>57</b>	880-901	RFP process for lead agency in the creation of Cumberland County Council for Young Children	(C)(4)(c)
<b>58</b>	902-909	The New Jersey Registry	(D)(1)(a)
<b>59</b>	910-912	Mapping Current Professional Preparation and Professional Development Opportunities for New Jersey's Early Learning Workforce-Final Report, Kipnis and Whitebook, 2012	(D)(1)(c)
<b>60</b>	913-915	Assessing the Quality of New Jersey's Professional Preparation and Professional Development System for the Early Learning Workforce, Kipnis, Whitebook, Austin & Sakai, 2013	(D)(1)(c)
<b>61</b>	916-918	The State of Higher Education in New Jersey: The New Jersey Higher Education Survey	(D)(1)(c)
<b>62</b>	919-932	KEA Implementation Pilot Report, 2013	(E)(1), (E)(1)(a), (E)(1)(b), (E)(1)(d)

<b>63</b>	933-936	RFP for KEA Contractor	(E)(1)(a), (E)(1)(b)
<b>64</b>	937-941	New Jersey Early Learning Care and Education Outcome-Based Objectives	(E)(2), (E)(2)(b)
<b>65</b>	942-945	New Jersey's Information Architectural Approach	(E)(2)
<b>66</b>	946-950	State of New Jersey IT Circular No. 06-05-NJOIT	(E)(2)
<b>67</b>	951	NJ-EASEL High-Level Program Timeline	(E)(2)(a)
<b>68</b>	952-953	Recommended Practices: Linking Social Development and Behavior to School Readiness	(P)(4)(b)
<b>69</b>	954-959	Positive Behavior Supports in Schools (PBSIS) Function-Based Tool Checklist	(P)(4)(b)
<b>70</b>	960-961	New Jersey Kindergarten Evaluation Study	(P)(4)(c)
<b>71</b>	962-963	Leadership Track Seminar Syllabi	(P)(4)(c)
<b>72</b>	964-967	Kindergarten Seminar Syllabi	(P)(4)(c)
<b>73</b>	968-976	Framework for Increasing Capacity of Early Childhood Classrooms Preschool-3, Teachers & Administrators	(P)(4)(c)
<b>74</b>	977-979	Standards Dissemination Plan, Birth-Grade Three Early Learning Standards	(C)(1)(d)
<b>75</b>	980-982	Train the trainer materials for Birth to 3 and Preschool Standards	(C)(1)(c)
<b>76</b>	983-984	Prenatal Screening and Risk Assessment (PRA)	(C)(3)(e)
<b>77</b>	985	Partnership for Assessment of Readiness for College and Careers (PARCC)	(P)(4)
<b>78</b>	986	Regional Achievement Centers	(P)(4)(c)
<b>79</b>	987-990	NJ Home Visiting Initiative	(C)(3)(a)

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